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ABSTRACT

Instructional materials on parenting skills for parents of newborn through 4-year-old children are provided, with teaching guides for extension service agents. Organized as a series of nine leaflets followed by nine corresponding lessons, leaflets for parents concern: (1) an overview of the leaflets; (2) readiness: guiding normal development; (3) esteem: facilitating a healthy self-concept; (4) nutrition: developing good eating habits; (5) empowerment: achieving self-discipline; (6) wellness: keeping children healthy and safe; (7) adaptability: coping with parenting; (8) listening: communicating with children; and (9) supports: seeking help. Leaflets offer facts, activities, guidelines, and reference lists. For extension agents delivering the nine corresponding lessons, a lesson plan is provided for each session of parenting instruction. Plans enumerate objectives and materials, provide an introductory statement for the instructor, describe learning activities for parents, and list references. (RH)

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OVERVIEW OF PARENTING RENEWAL LEAFLETS

LEAFLET 1 IN A SERIES OF 9

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Welcome to this series of leaflets for parents of children birth to four years of age. This first leaflet gives an overview of what the others in the series will be about. The authors hope that this leaflet will help you:

- realize that you are your child's most important teacher.
- determine the quality of parenting information.
- be assured that you are the experts on your own children.
- choose the attributes you want your children to have.

You may wonder about the name of the series. Because it has been designed to help renew and update parenting skills, the series has been named PARENTING RENEWAL. Sometimes parents forget what they have already learned and find reminders helpful. There are no perfect parents and no experts who know everything about parenting. The team of people who gathered the information for these leaflets have agreed to share personal experiences and summaries of advice from child-rearing experts with you. They know that you have to consider all that you read or hear about child rearing in the light of the nature of your child, and they believe you are the expert on your own child. In this first leaflet you will find information about judging the quality of parenting information, attributes parents want their children to have, and how you can be the expert on your own child.

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YOU ARE THE EXPERT ON YOUR OWN CHILD

Everybody is quite generous with opinions about how to be a parent. Often you get this information without even asking for it. Each expert claims to have at least some of the answers to child-rearing problems. You cannot follow what every expert advises because some of the information is conflicting. The question is, how do you know to whom you should listen? There is one principle to remember. You are the expert on your own child. The decision on what to do and whose opinion to follow lies with you. You can choose to listen to any advice you wish to. Or you can decide which advice to put into practice depending upon your values, your child's personality, and your unique situation. In the end you have to use your own judgment, and this is good because you know your child better than anyone.

JUDGING INFORMATION

Most parents learn about being a good parent from their own childhood experiences and from reading. How can you tell which parenting information to listen to? One authority in family life (Myers-Wall, 1983) gives the following guidelines for judging information about parenting:

1. Recognize your own needs. For example, just because the information you are reading implies that all children need more responsibility does not mean that yours does. Your child may need what the information recommends if:
 - You have talked about the problem before.
 - The information makes you feel guilty because of your own expectations, not because of what someone else expects.
 - The family described is like yours.

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2. Shop for good-quality information. After you decide that you do need some help with a problem, look for information that you can rely on. Consider:
 - The source of the information. Have you received useful information from this source before? If they claim to have all the answers, watch out!
 - The reliability of the statistics. Do they sound reasonable to you? Check your local library for information about sources, for example, W.A. and L.S. Katz's *Magazines for Libraries: For the General Reader*.
3. Use the information in the best way to suit your own life.
4. Involve the family members affected by the change.
5. Write down what you are going to do differently and be as specific as you can.
6. After you have used the new technique for a while, ask yourself if it has improved the situation. If it has not, make another change. What you feel comfortable with is the best approach for you and your child.

WHAT MY CHILD DOES WELL AND WHY

On the lines below write one thing that each of your children under four does well.

On the lines below tell how you taught each of your children to do what she does well.

CAN YOU "GROW" AN IDEAL CHILD?

Look at this list of attributes people value. Draw circles around the 10 you would like your child to have when he* is 12 years old.

Adventurous	Creative	Honest	Persevering
Assertive	Curious	Independent	Polite
Broad-minded	Efficient	Intelligent	Responsible
Capable	Forgiving	Kind	Self-controlled
Cheerful	Funny	Loving	Sympathetic
Clean	Generous	Obedient	Tolerant
Courageous	Helpful		

*The pronouns "he, she, him, her, his, hers" are used throughout the leaflets interchangeably. Statements are equally applicable to a child or parent of either sex.

Now put these 10 in order of importance. Place number 1 by the most important attribute you would like your child to have. Place a 10 by the one of the 10 that is least important to you. Place a 2 by the second most important one, 3 by the third most important one and so on. There is no particular right order. Just decide what you would like.

Most of us have an idea of what we think an ideal person is like.

Not everyone agrees on the attributes an ideal person has.

Think about the answers to the following questions and write your answers below.

Can parents raise an ideal child?

Are parents the only ones that influence children? Yes ____ No ____

What are other influences on the child?

HOW DO "IDEAL CHILD" VALUES DETERMINE PARENTING BEHAVIOR?

Here are examples of how values about ideal human beings determine parenting styles.

1. Mrs. Johnson values physical fitness and good health. She takes her baby to an infant stimulation class and gives her baby age-appropriate exercises. She reads medical and health books, sees that her baby is getting the right food and health care, and takes her baby with her when she goes for her daily walk.
2. Mr. Jones wants his children to appreciate the outdoors and he wants them to be independent. He takes his four-year-old camping and longs for the day when she can join scouts and a 4-H club with camping programs. He remembers his childhood camping experiences favorably. He enjoys teaching his four-year-old to prepare simple foods now and to do other simple things for herself.
3. Mrs. Roseman values education above all else. She feels that an educated person can get ahead in the world. She watches the news and discusses it with her children at meals. She requires that each older child study or read for an hour each week night. She spends hours talking to her baby about what the baby is interested in at the moment—her toes, for example. Mrs. Roseman knows that language development is essential for success in kindergarten, so she reads to her three-year-old every day.

How do the values you have for your child influence what you do as a parent?

DEVELOPMENT OF THIS SERIES

Two years ago in South Carolina, all types of people came to meetings conducted by the Cooperative Extension Service to help identify problems in South Carolina. Some of the problems identified most often were teen pregnancy, drug and alcohol abuse, the high number of people in prison, school dropouts, the number of people on welfare, child abuse, and the disunity of families. A special team of county agents and state Extension workers studied research on programs that had been successful in solving these problems in other states. This team discovered that a person's parents have more to do with how a person turns out than does any other person.

The team members put together the evaluation results of other programs and the research on how people are affected by their parents. They discovered that the most critical years of development for a child are the years before the child is five. The Parenting Renewal Program for parents of children birth through four is the result. The topics for the leaflets are:

- Overview of the Program
- Readiness: Guiding Development
- Esteem: Facilitating a Healthy Self-Concept
- Nutrition: Developing Good Food Habits
- Empowerment: Achieving Self-Discipline
- Wellness: Keeping Children Healthy and Safe
- Adaptability: Coping with Parenting
- Listening: Communicating With Children
- Supports: Seeking Help

The first letters of the titles of Lessons 2 through 8 spell "RENEWAL."

SUMMARY

By reading the nine leaflets you will learn how to:

- Enhance your child's physical development
- Help your child with language development
- Help your child grow into a competent adult
- Communicate with your child
- Use firm instead of harsh discipline
- Help your child have a healthy self-esteem
- Keep your child healthy and safe
- Give your child adequate nutrition
- Cope with the stress related to parenthood
- Ask for help when you need it

Remember, you are the most important teacher your child will ever have. By having read this far in Leaflet 1, you have shown that you want to be the best possible parent. The rest of this series will help you become more competent in that important role.

WHAT NEXT?

The next leaflet is about the development of the young child.

Contact the local Clemson University Cooperative Extension Service for information about parenting classes.

ADDITIONAL HELPS AND REFERENCES

Myers-Wall, J. (1983). How to be a good parent in spite of what you read and hear. *Growing parent*. 11, 12.

Katz, W. A. & Katz, L. S. (1986). *Magazines for Libraries: For the General Reader*. New York: Bowker Publishing Company.

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READINESS: GUIDING NORMAL DEVELOPMENT

LEAFLET 2 IN A SERIES OF 9

The fact that you are reading this leaflet shows that you want to be the best parent you can be. You probably realize the importance of understanding how children develop. Young children, like plants, will grow on their own. Children, also like plants, will flourish best under certain nurturing conditions. The two purposes of this lesson are to help you understand normal child development and to help you learn what you can do to nurture this development in such a way that your child will become a competent adult.

UNIQUENESS OF CHILDREN

Think of seashells and how they are all different. The little differences cause no major problems in the purpose or function of the shell. The uniqueness of each item of creation is special and helps distinguish one from the other. The smaller shells may fit better in the glass vase you have in mind for them. The larger shells may have a sound that is clearer than the smaller ones. Each has special characteristics. So it is with children.

Children differ in intelligence, coordination, dependency, and temperament. As you think of other differences of children, list them below.

Differences are okay. If all children, or all adults for that matter, were alike, it would be a dull world. The challenge is to love children and appreciate their differences.

FIVE UNIVERSAL LAWS ABOUT HUMAN GROWTH

In spite of differences in children, researchers agree on the following truths about human growth:

1. The child wants to grow.
2. Growth has directions.
3. Growth has order.
4. Each child is an individual.
5. Growth is uneven.

FACTS ABOUT DEVELOPMENT OF THE YOUNG CHILD

Developmental tasks arise during certain periods of a person's life. Accomplishing the task at hand makes the individual confident and able to go on to more difficult tasks.

1. No two babies or children are alike; yet each follows the same general pattern of development (growth).
2. The head is the largest and most developed part of the infant's body. Head and neck control exist long before walking or sitting.
3. The trunk of the body develops before the arms and legs.
4. Infants can swing their arms before picking up small objects with their fingers.
5. Babies and children learn skills only if they get a chance to practice them. For example, children will learn to speak only if they hear speech.
6. Most children develop faster in some areas than in others. For example, a child who walks early may not talk as early.
7. At birth, all 20 of the baby teeth are developing. The first baby tooth usually appears during the seventh month. A baby with a tooth should not sleep with a bottle in his mouth as it may cause damage to the teeth. The sugar in the formula or juice rests in the infant's mouth while the infant is sleeping and may cause decay. Dentists recommend cleaning an infant's teeth with a sterile gauze pad or a clean wash cloth. Most of the baby teeth are cut during the second year.
8. A newborn can see light, dark, and color. She can see them best if the object is between 8 and 12 inches away. An infant of three months enjoys looking at real faces, reflections in mirrors, and moving objects. A little later, she enjoys watching other children.
9. A newborn can taste, see, smell, and hear. It is believed that infants can be soothed by such sounds as the soft singing of a lullaby. This resembles the sounds heard in the mother's body. By three weeks babies know that certain voices go with certain people.
10. A baby is born with certain reflexes. Many of these will disappear before six months.
 - Rooting reflex. When the cheek of an infant is touched, he will automatically turn his head toward the touched cheek with his mouth wide open.
 - Sucking reflex. The infant will automatically begin to suck when an object touches her lips.
 - Grasp reflex. When an object is placed in the infant's palm, he will automatically close his hand around it.
 - Babinski reflex. When the foot of an infant is tickled, her toes will automatically fan out.
 - Embrace reflex. When the infant is startled, he will automatically cry, throw his arms outward, and then bring them together toward the center of his body as if to embrace an invisible object.

11. By the time a child is a year old, she will be able to express joy, anger, fear, affection, curiosity, and anxiety. The early experiences of infants, toddlers, and preschool children will affect the kinds of social and emotional behaviors they will use as adults.
12. The best way a parent can help with language development is to talk to the baby about what the baby is attending to at the moment; for example, his hands or the parent's face. If a parent has been talking to the baby all along, the baby can probably understand the meaning of some words at about six months.
13. Scientist now think that the time from the baby's eighth month until the 20th month is the most critical developmental period. During this time, parents can do many things to enhance the child's development.

WHAT HAVE YOU LEARNED

Directions: Circle "True" or "False."

- | | | |
|------|-------|--|
| True | False | 1. All children follow the same general pattern of growth. |
| True | False | 2. At birth the trunk of an infant is the most developed part of the body. |
| True | False | 3. Development of an infant goes from head to body, to arms and legs, to fingers and toes. |
| True | False | 4. Babies and children will not learn a skill unless they are allowed to practice it. |
| True | False | 5. A newborn can taste, see, hear, and smell. |

Answers on page 6.

NURTURING CHILDREN

A child grows best when two adults are "head over heels" in LOVE with him. This may be true because, when one adult grows tired, the other can take over the parenting role for a while. Consistency of caregiver is essential to a child's development. A child's sense of trust is harmed when too many different people take care of him.

A child grows best when the home in which he lives is ORGANIZED and has a CONSISTENT routine.

A child under eight months grows best when all his NEEDS ARE MET. He learns trust when they are met. Wise parents do not worry about spoiling an infant. There is no need to attempt to set limits before eight months. Discipline will be covered in another leaflet.

A child grows best if he is not forced to do things for which he is not READY.

A child grows best if he is allowed to EXPLORE in a SAFE environment. Children kept in play pens can not grow as fast intellectually as those who have the freedom to crawl around and look at, feel, touch, see, and hear different objects. Of course, parents must be aware of dangerous things and remove them from the child's reach.

SPECIALIZED LEARNING is not a good idea for children under four. If a child is forced to learn to read, take music lessons, take gymnastics, or take swimming lessons this early, he may learn to do those things. However, some other part of the child's development will suffer.

PICTURES OF GROWTH AND DEVELOPMENT

Look at the pictures of growth and development on pages 7, 8, and 9.* These pictures are divided into the following types of growth.

- Control of Body
- Control of Arms and Legs
- Language
- Sleeping
- Toilet Training

Compare the tasks of children for each age group. The first row of pictures in each type refers to the growth of infants, the second row refers to toddlers, and the third row to preschool children.

Locate the stage your child is in on the pictures. Keeping the generalizations listed earlier in mind while you look at the pictures, think about the answers to some questions. What would you do and how would you feel if:

- Your baby was not standing by one year?
- Your two-year-old used complete sentences?
- Your baby could not hold a cup by six months?
- Your baby did not turn his head toward a noise at eight months?

What can be concluded from the answers to the above questions?

We can conclude that as long as a baby or a young child is developing in the right order, it does not really matter if he is a little slow or a little fast in one area. A wise parent will become familiar with the order of development of infants and young children and will not be upset if the infant or young child cannot do things beyond his developmental stage. Neither will a wise parent think his child is gifted just because the child is early in one area of development.

NORMAL DEVELOPMENT

Directions: Place a check beside the best answer.

1. Donna is three months old and is developing normally. One can expect her to:
 - ___ A. Stand alone.
 - ___ B. Put one block on top of another.
 - ___ C. Cut paper in a straight line.
 - ___ D. Understand what "no" means.
 - ___ E. Look at and play with her hands and toes.
2. Sam is one month old and is developing normally. One can expect him to:
 - ___ A. Lift his head from time to time.
 - ___ B. Roll over completely.
 - ___ C. Notice his wet diaper.
 - ___ D. Move arms and legs to help you dress him.
 - ___ E. Find a hidden toy under a cloth.

*Reprinted from *Picturing Development*, U.S. Department of Health and Human Services.

3. Harry is 18 months old and is developing normally. One can expect him to:
- ☐ A. Jump with both feet in place.
 - ☐ B. Throw a ball.
 - ☐ C. Be toilet trained.
 - ☐ D. Make up simple rules for a game.
 - ☐ E. Have special friends of the same sex.
4. Betty is two years old and is developing normally. One can expect her to:
- ☐ A. Almost dress herself.
 - ☐ B. Tie her own shoes.
 - ☐ C. Enjoy jokes.
 - ☐ D. Copy letters.
 - ☐ E. Jump rope.

Answers on page 6.

MAKING SPECIAL TIME FOR YOUR CHILD

Busy parents can encourage the young child's development by sharing in the child's excitement as each new learning is accomplished, by providing new experiences for the child, and by talking to the child. It is not necessary to make special time to teach the child. Instead, a parent can involve the child in the normal routine of the household and talk to her as the parent and child do things together. For example, while chopping up a cabbage for coleslaw, a parent and child can talk about shades of green, dividing things in half and quarters, where cabbages come from, how they grow, what a farm is, how to use knives safely, and all the ways cabbage can be cooked. Can you think of other things to discuss while chopping a cabbage? What about while sorting the laundry?

STIMULATING DEVELOPMENT

Here are some inexpensive items to keep your baby/young child from getting bored.

- Before eight months - small mirror; the shape of a human face, pattern included in this leaflet; firmly mounted crib mobiles
- 8 to 14 months - plastic keys; nesting toys; large plastic balls, 12 to 15 inches in diameter; books with stiff pages; telephones; walker; toys with on and off switches; toys or cabinet doors with hinges
- 14 to 24 months - small objects, none smaller than 1 1/2 inch in any dimension, that can be put into a larger container; large plastic balls; many books; small wagons; empty boxes of all sizes and shapes; pouring pails
- 24 to 36 months - blocks, simple puzzles, clay, homemade musical toys, large crayons, chalkboard
- 36 to 48 months - puppets, costumes, play money, trucks, cars, trains, construction toys

IDEA

You are the most important teacher your child will ever have. A wise man once said, "The three best ways to teach a child are: example, example, and example." In other words, you teach your child by being a loving, competent, and confident parent.

TEACH YOUR CHILD

Ask your three-or four-year-old to set the table. Use plastic or paper plates and set one place setting for your child to use as a guide. Give praise for getting the forks on the correct side, for example. This activity helps the young child learn to sort, sequence, and pattern.

SUMMARY

Each child develops at a unique rate. She thrives on experiencing her parents' joy at each new task she accomplishes. Enjoy your child as she learns to turn over, then crawl, then stand, then walk. Let her spend the first four years learning about the world. Provide interesting, safe experiences to enhance her learning. Go gently, though, and do not push her beyond her capabilities.

WHAT NEXT?

The next leaflet will be about your child's self-esteem.

Contact the local Clemson University Cooperative Extension Service about parenting classes.

ADDITIONAL HELP AND REFERENCES

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Page 3 Answers 1-t, 2-f, 3-t, 4-t, 5-t.

Page 5 Answers 1-E, 2-A, 3-B, 4-A

Control of Body

Infant



Holds head up



Rolls over



Sits up alone



Creeps on all fours

Toddler



Stands up



Walks



Creeps up steps



Runs easily

Preschooler



Jumps with both feet in place



Walks up stairs one step at a time



Can ride a tricycle



Hops on one foot

Control of Arms and Legs

Infant



Can let go of object on purpose



Hands form fists, arms and legs move all around



Bats at object with fist



Reaches and grabs object with open hand

Toddler



Can put one block on top of another



Throws ball



Turns pages of book



Kicks ball

Preschooler



Can make tower of blocks



Can use arms and legs without using whole body



Learns to use scissors

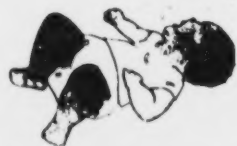


Builds complicated buildings with blocks

Language

Parenting Renewal

Infant



Cries and makes throaty noises



Babbles back and forth with adults



Says mama and dada without knowing what words mean



Names a few people and objects

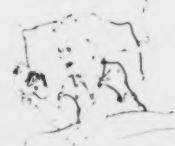
Toddler



Knows many words



Likes to name things



Practices talking when alone



Uses two to three words together

Preschooler



Learns words quickly



Uses complete sentences



Takes turns speaking but doesn't stick to topic



Still uses lots of "private" words

Sleeping

Infant



Wakes only for meals



Stays awake for longer periods



Sleeps all night



Takes two naps a day

Toddler



Takes one nap a day



May have trouble going to sleep alone

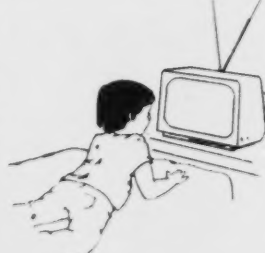


Might rest or play during nap time

Preschooler



Doesn't like naps, but needs rest



Tries to put off going to bed



Dreams often wake child up



Might need to get up at night to go to toilet

Toilet Training

Infant



Urinate every few hours



Usually has bowel movements after meals



Stops activity when having bowel movement



Notifies wet pants

Toddler



Looks at and touches waste products



Has bowel movement in toilet with help



Knows ahead of time when to go to toilet, sometimes tells adult



May be interested in using toilet, but often has accidents or refuses to go

Preschooler



Gets used to regular toilet times



Can decide to go to bathroom by self, needs help undressing and wiping



May want privacy, and no help



Directions: Glue this figure to cardboard and cut out the shape of the head. Attach to the baby's crib, out of the reach of the baby. Babies enjoy looking at the shape of the human head.

ESTEEM: FACILITATING A HEALTHY SELF-CONCEPT

LEAFLET 3 IN A SERIES OF 9

How great it would be if you as a parent had just one goal for your child! Believe it or not, research indicates that there is one specific parenting goal that guarantees that a youngster will grow into a competent adult. The goal is that the child have a high self-esteem, sometimes known as a good self-concept. The child's self-concept is the way he feels about himself. Children with a strong sense of self-worth are physically healthier, are motivated to learn, get along better with others, are more able to tolerate frustration and ambiguity, are more creative, tend to be leaders, have more energy, and are not easily discouraged. Furthermore, when they become teenagers, their inner self-confidence makes them less likely to use the escapes of drug abuse, sexual promiscuity, or neurotic defenses. So building a good self-concept in a child is not a side issue. It is the issue!

THREE LEVELS OF SELF-ESTEEM

- High self-esteemers
- Mid self-esteemers
- Low self-esteemers

As adults, high self-esteemers have self-confidence and do all right in most every respect. They know that they are lovable, worthwhile, competent, and responsible.

Mid self-esteemers live with self doubt. They are not sure of themselves and act as if they have to prove themselves to others. They are usually "driven" with type "A" personalities. They may be perfectionists. They work hard and they work all the time.

Low self-esteemers are sure that they are personally inadequate. They hate themselves. Life is so painful that as adults they may turn to choices that numb the pain, such as alcoholism, overeating, gambling, and promiscuity. The need to escape from the pain of self-hate is all important. Often the depression is so great that the low self-esteemers may brag on themselves to put up a fake front. People do not spend time telling others how terrific they are if they live with inner confidence. It is hard to convince people who reach adulthood in this category that they are worth anything.

HOW CAN YOU HELP YOUR CHILD BUILD A HIGH SELF-ESTEEM?

Simply put, a child gets her self-esteem (self-concept) from the messages others give her about herself. If you tell a child long enough, or insinuate often enough, that the child is dumb, stupid, or even slow, that is the way the child will feel. The younger the child is, the more she believes the messages other people give her. She believes that her primary caregivers make no mistakes. She does not question what is reflected to her by others.

Fortunately the self-image of a child is still flexible. If a parent has been giving messages to a child that injure the child's self-concept, the parent can start giving positive messages and change the child's image of herself. It can also go the other way. If a parent starts to cut the child down, the self-concept can be lowered.

The parent is not the only person to affect the child's self-image. Everyone a child comes in contact with gives some message to the child. It could be a verbal or nonverbal message about the child, such as a frown.

JIM'S STORY

This is a short story about the development of a child's self-esteem. Write "IALAC" in large capital letters on a sheet of paper. IALAC stands for "I Am Lovable and Capable," which is what we want our children to be. Please tear off a piece of the paper each time you read a statement in Jim's story that tears at the child's view of himself as lovable and capable.

Jim is four years old. He wakes up feeling pretty good about himself and the world in which he lives. He lies in bed just a little longer after his mother calls him to breakfast. He is looking at the beautiful redbird in the tree outside his window. All of a sudden his older brother comes in, hits him with a towel and says "Get up, lazy bones."

There are no clean clothes in Jim's drawer so he puts on the ones he wore yesterday. When he arrives in the kitchen he says, "Hi" to his mom. She says, "Hurry up. You are going to make me late."

While he is trying to hurry up and eat his cereal, he accidentally knocks over his glass of milk. Jim's dad says, "You have not learned to be careful yet. What are we going to do with you?"

While waiting for a ride to the day-care center, a six-year-old calls him a baby and makes fun of the shirt he is wearing. "That must be your brother's shirt. It is too big for you."

At the day-care center the day-care worker will not let Jim play with the toy he wants to. "You had it yesterday," she says. "Let someone else have it today. You do not want to be a hog, do you?"

When the children go out to play, Tommy comes up to Billy who is playing with Jim and takes Billy away to look at something on the other side of the playground. Jim is not invited to go.

Later Jim trips over a ball, falls down, tears the leg of his pants, and cries. The day-care worker calls him a baby. The other children laugh at him and call him "baby," too.

Jim's mom is late and he is the last one to be picked up at the day-care center. She sees his torn pants leg. "Oh no, your best pair of pants!" she exclaims. "Can't you ever learn to be careful?"

At supper Jim tries to talk to his brother and his dad yells at him, "Can't we have any peace at the table? Be quiet and let your mother talk."

When Jim tries to carry his plate to the kitchen his dad takes it out of his hand saying, "Here, let me take that. You might drop it and break it."

After supper Jim goes to his room and does not bother anyone else.

Now that you have read Jim's story and have torn off a piece of paper every time Jim's self-esteem was injured, reconstruct the piece of paper with tape.

How do comments tear down?

How can you avoid these comments?

How can you help a child repair his self-image?

Professionals believe that if a child hears primarily negative messages about himself over a long enough time that the child will always have emotional scars. Was it easy to repair your sheet of paper?

WAYS TO TELL HOW A CHILD FEELS ABOUT HERSELF

A child who feels good about herself has:

- a happy facial expression
- an easy, alert body posture
- no nervous habits
- an acceptance of others
- an ability to face new situations easily
- an ability to handle angry, unhappy feelings

A child who does not feel good about herself may have:

- a sad or angry expression
- slumped or tense body posture
- insulting language
- nervous habits
- feelings of fright over new situations
- angry and unhappy feelings

HOW CAN YOU LET YOUR CHILD KNOW THAT YOU LOVE HIM?

In his chart of human needs, Dr. Abraham Maslow places love right above the needs of food, shelter, and clothing. It is only after these needs and the need to be cherished (loved) by someone have been met that a child can begin to move up the levels on the chart. The first level of physical needs refers to safety and things like being able to breathe.

SELF ACTUALIZATION
ESTEEM
LOVE
FOOD, SHELTER, CLOTHING
PHYSICAL NEEDS

Do you love your child? Of course you do. But that is not the important question. This is. Are you sure that your child knows without a single doubt that you love him? Does he feel and experience your love? The truth is that your success as a parent depends on whether or not your child feels your love.

How can you let your child know that you love him? One way is to keep all your promises -- every single one of them. Another way is to tell the child the truth. For example, you may have to say "Yes, I feel bad about something I am not able to tell you about right now." But do not say, "Nothing is wrong," as you lie around and sulk. Your body language must match what you say.

Your child will feel your love when you set limits for his behavior in a firm and kind manner; when you apologize to him for your mistakes -- and you will make mistakes; and when you have genuine fun with the child. This means fun with the child, not at the child's expense.

Pay attention to the child. At least once every day look at the child as if you were seeing him for the first time. Come to appreciate his uniqueness. Appreciate all the ways he is just like you and all the ways he is his own self. Focus on the child and learn to communicate love with a smile each time your eyes connect. A smile says "You are worthwhile," and "I like and love you."

Correct your child when he needs it, but judge the behavior, not the child. *Separate the behavior from the child.* Here is an example. It is good to say, "Tom, I love you, but I do not like what you are doing. When you put food in your mouth and then talk with your mouth full of food, it does not look nice and I cannot understand what you are saying." The child is not a finished product yet. Remember to avoid the labels of slow, stupid, crazy, or dumb. Never, never label your child with these words.

Show love to your child by helping him become competent. Here is an example of how a parent could instill a sense of self-worth in his child.

Four-year-old John is in the basement hammering nails into a lopsided box. Nails are all over the floor and the ones sticking out of the box are crooked and uneven. John's father passes by without saying anything. John's father could have reduced John's confidence by taking over. He could have said, "Son, you are making a mess. Here, let me do it for you and show you how." You may wonder if a four-year-old might not get hurt with a real hammer. The answer is that a finger will heal faster than an injured sense of competence.

DEVELOPING THE SELF-CONFIDENCE OF THE FOUR-YEAR-OLD CHILD

You can find many ways to help a child feel successful. Make a list of things a four-year-old child can do to help her sense of competence.

Here are some things one parent put on her list. Did you think of these? Measure with measuring cups and measuring spoons; help put the groceries away; pour her own milk or juice; make a peanut butter sandwich; wash and dry dishes; count the plates, knives, and forks; set the table; fold the napkins; be responsible for a pet; grow a sweet potato; wash windows; get the mail; answer the phone; tell you about a story she has seen on TV or had read to her; pick flowers and arrange them in a vase; bathe herself; garden.

DEVELOPING THE SELF-CONCEPT OF AN INFANT

A baby under eight months must have his needs responded to if he is going to grow up with a healthy self-concept.

SELF-FULFILLING PROPHECY

In a famous experiment a teacher was told that certain children in her classroom had scored especially high on an IQ test. Actually, the names of the children had just been drawn out of a hat containing all the children's names. Which children do you guess made the highest grades at the end of the year? Right. It was those children whom the teacher was told made the high test score on the IQ test. Why? (Somehow the teacher communicated her expectations to the students and they lived up to them.) This study has been repeated over 300 times with a wide range of people. The results have held up. You get what you expect.

PRAISE

There is a trick to praise. It is true that every child needs praise. But a sure way to give your child a low self-esteem is to make him feel that he is loved only if he achieves or is good. You must let him know that he is loved unconditionally. Brofenbrenner, a noted psychologist, believes that each child needs at least two adults who are "crazy about him" no matter what the child does. Otherwise the child may not be able to become a competent adult. Right now you can probably think of two adults who you knew were crazy about you when you were growing up.

HELPFUL CRITICISM

Sometimes a child must be corrected. Just as with praise, there is a helpful way to give criticism. Helpful criticism describes what a child did wrong, how it affected others, and how it could have been done. Some examples follow:

Sam takes a toy away from his friend who is visiting. Sam's father who has been watching says, "Sam, you are selfish. When will you ever learn to share your toys? Give it back to him right now before I give you a spanking."

Sam takes a toy away from his friend who is visiting. Sam's father who has been watching says, "Sam, when you don't share your toys with your friend, you cannot expect him to share his toys with you." In a few minutes Sam gives the toy back to his friend.

In which episode was Sam's father using helpful criticism, the first or the second? _____

Why is the second helpful and the first not?

(Answer on last page)

Another example of helpful criticism which teaches responsibility:

Margie, the plate broke because it was too heavy to carry with one hand. Now you see why I asked you to put it down. That was the plate Grandmother gave me one Christmas and I am feeling sad that it is broken. Well, you can get the broom and dust pan and start cleaning up.

COURAGE

If you have a child who never makes a mistake, you have a measure of the courage of that child (Dinkmeyer, 1976). A child who is afraid to try new things may be afraid of the criticism that comes with failure. Wise parents will encourage their children to try new things and will teach them that failure is often necessary for learning to occur. Sometimes we learn best from mistakes.

TIPS

Do not criticize or discipline your child in front of others. Be sure to point out her strengths when she is alone and also in front of others.

Help your child develop at least one mutual friendship where both of the children gain equally from the friendship.

ACKNOWLEDGING YOUR CHILD'S FEELINGS

Most of us like to be heard and understood. A child has a right to his feelings. Your child's feelings do not have to be the same as yours.

WHAT WOULD YOU DO?

How would you respond in these situations in such a way that the child's self-confidence would be improved or at least not injured?

Three-year-old Tommy is learning how to dribble the basketball. His friend who is four is learning much faster than Tommy. Tommy keeps trying and also glancing at his friend.

Four-year-old Sally is helping you set the table for her brother's birthday party. She is obviously proud of herself even though she has placed the forks on the wrong side of the plate.

Three-year-old Betty is trying out her new puzzle. It is taking her a long time to put it back together, but she seems happy and totally absorbed. She has been trying to find the right spot for one particular piece for about 5 minutes. It is painful for you as her parent to watch this slow process.

(Answers on last page)

ENCOURAGEMENT

What can you say when your child really does fail at something he has tried hard to accomplish? Here are examples:

- I was really pleased to be here with you.
- I was glad you tried to tie your shoe.
- It is okay to fail sometimes. Everyone makes mistakes.
- Sometimes making a mistake is the best way to learn.
- I know you are pleased with the progress you have made.
- It looks as if you really worked hard on that.

Recognizing effort and improvement rather than achievement encourages your child to evaluate his own actions. He will not need the approval of others as he grows up, but will set his own standards and make his own decisions. He will take responsibility for his own life. He will be a high self-estéemer.

I don't become what I think I can.
I don't become what you think I can.
I become what I think you think I can.

SELF-CONFIDENCE BINGO

Directions: Show how competent you are by finding the answers to the following questions in the box below. Then place an "X" on the word in the Bingo Card below. If you answer each question correctly, four of the answers will form a straight line.

1. The ability to do things is called _____.
2. _____ is knowing you can do something.
3. Competence is largely _____ by children from their parents.
4. One way children gain in competence is by having their _____ pointed out.
5. Young children need lots of chances to experience _____.
6. Children who feel confident are usually _____ to try new things.
7. Parents who give their children lots of _____ help them feel good about themselves.
8. Parent _____ play a major role in how capable children become.

(Answers can be found on the last page.)

STRENGTHS	EAGER	CRITICISM	LEARNED
INCOMPETENCE	WEAKNESS	SUCCESS	INHERITED
SELF DOUBT	EXPECTATIONS	FAILURE	AFRAID
COMPETENCE	RESPONSIBILITY	PRAISE	SELF-CONFIDENCE

DOWN WITH GUILT

Do not let the advice in these leaflets make you feel guilty about the techniques you have not been using. Remember that there is no such thing as a perfect parent, but we can all improve and learn from each other. Remember, also, that **you** are the expert on your own child.

STRENGTH BOMBARDMENT

To improve the self-concept of your family members, try this activity. Write two nice things about each person on a piece of paper with his name on it. Put the papers in an envelope for that person. Ask each family member to do this as you sit around a table. Someone will have to write for the four-year-old, but even at that young age children can recognize what they like in people. After everyone has received two pieces of paper from everyone else, each person can read the slips he received. You will have all been bombarded with your strengths. What a nice feeling!

SUMMARY

In summary, to be sure that your child has a high self-esteem, continually ask yourself the following question, "Is what I am doing going to make my child believe she is a lovable, worthwhile, capable, and responsible person?" Remember, parents have a large effect on the child's self-esteem.

WHAT NEXT?

The next leaflet will be about your child's nutrition.

Contact the local Clemson University Cooperative Extension Service about parenting classes.

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Answers:

Page 5

In the second example, Sam's father told him what the effect of his actions would likely be.

Pages 6 and 7

To enhance Tommy's self-esteem, praise the way he is trying so hard and is sticking with the job.

Praise the way Sally has set the knife, spoon, plate, and glass correctly. Only then suggest that Sally put the forks on the correct side. It would be fine to leave the forks where they were in the first place, depending on who was coming to the birthday party. If older children or relatives were expected, there is a danger that they might correct Sally less kindly than you would.

By leaving her alone you would show confidence in her ability.

Page 7

✓ STRENGTHS	✓ EAGER	CRITICISM	✓ LEARNED
INCOMPETENCE	WEAKNESS	✓ SUCCESS	INHERITED
SELF DOUBT	✓ EXPECTATIONS	FAILURE	AFRAID
✓ COMPETENCE	RESPONSIBILITY	✓ PRAISE	✓ SELF-CONFIDENCE

NUTRITION: DEVELOPING GOOD EATING HABITS

LEAFLET 4 IN A SERIES OF 9

At first a baby only eats, sleeps, and grows rapidly. After the first birthday, the toddler settles into a slower growth pattern. At this time the child is usually giving up the bottle and formula and eating solid food. This can be trying for you and your child as his appetite decreases and he begins to use his new-found independence in making food choices.

In this leaflet you will read about some of the characteristics of infants, toddlers, and preschoolers that affect their eating habits. You will also learn what a healthy diet is. The food habits that are developed in early childhood tend to continue into adulthood.

HERE IS WHAT MY CHILD ATE

Record what your child ate yesterday in the blank spaces below. Include all meals and snacks. Later in the leaflet you will have an opportunity to compare your child's list to the recommended Food Guide.

BREAKFAST

MIDMORNING

LUNCH

AFTERNOON SNACK

PS 018619

SUPPER

BEFORE BED

FOOD FOR THE YOUNG CHILD

The following sections have been divided into nutrition information by age of the child as follows:

- Birth - Five Months
- Six Months - One Year
- Toddlers - Preschoolers

You may be interested in only one of the sections now, but you may want to keep the other information until your child is older or share it with someone whose child is the appropriate age.

THE FIRST MONTHS

Throughout life, food is important to maintain good health, stop hunger, and celebrate special occasions such as birthdays and holidays. Because food is one way your baby learns about being a person, food is important. And, because your baby grows very rapidly the first year, your baby must receive the proper amounts of protein, calories, vitamins, and minerals.

Feeding

Newborn infants have important reflexes that help them find food. The first reflex is the "rooting" reflex. When something touches the baby's cheek, the baby's head turns toward this touch. Other important reflexes are pursing lips, sucking, and swallowing. These reflexes were covered in Leaflet 2. When you want to feed a newborn infant, hold baby in a comfortable position. Touch the baby's cheek, so its head turns toward the nipple, guide the nipple into the baby's mouth, and relax. Your baby will soon develop a pattern for sucking, resting, burping and sucking again.

During the first weeks, prepare for feeding by having a soft cloth nearby. A tiny baby's lips do not fit tightly around a breast or bottle nipple, and some milk will leak out. A tiny baby also needs to be burped to expel swallowed air. As the baby develops, his lips fit the nipple better and less air is swallowed. Feeding becomes more rhythmic and less messy.

What About Parents

Parents probably never feel so tired as during the first few weeks of a baby's life. The baby's stomach will be empty and ready to be fed every two to four hours around the clock. A baby will probably reach a "hungry" stage at about two weeks. For the next few days the baby will have an enormous appetite. This is particularly hard for the nursing mother because the baby seems dissatisfied with the breast. The nursing mother should be reassured that her infant is getting enough milk. It takes 24-48 hours after birth for the supply to catch up to the demand. Frequent nursing helps build up the supply.

The only food a baby needs for the first five or six months is milk. There is no evidence that feeding solid food helps the baby sleep longer. Mother's milk is recommended. There are many advantages to nursing your baby. A mother's milk is just exactly right for her baby, and breast-fed infants are healthier. Human milk is also less costly and less trouble. Breastfeeding women get back to their pre-pregnancy weight more quickly.

Although formulas are now prepared so they closely resemble human milk, there are still some big differences. The biggest difference between human milk and commercially prepared formula is that mother's milk carries antibodies to disease that protect the baby from the same diseases to which the mother is immune. This immunity lasts for several months.

The second difference is that human milk protects the infant from getting many gastrointestinal diseases that cause vomiting and diarrhea. Several factors in human milk stop the growth of harmful intestinal bacteria and promote the growth of helpful intestinal bacteria.

Breast milk also helps prevent allergies through a substance that coats the intestinal tract so large protein molecules cannot be absorbed. This is especially important if the baby's family has allergies. By the time babies are seven months old, they can produce their own substance to coat the intestinal tract.

One advantage of breastfeeding for the mother is that her milk is always ready—no bottles or formula to fix. Most mothers find this especially nice at night.

If a mother chooses not to breastfeed, there are many types of formula to choose from—powdered, liquid concentrate, or ready-to-feed. In addition, there are special milks for babies who are allergic to cow's milk.

Cow's milk is not recommended for babies less than a year old. Skim milk is not recommended for babies less than two years old.

BABIES AND MILK

Let's review to be sure we are all together.

Write "True" or "False" by each statement.

- _____ 1. Cow's milk is not recommended for babies less than a year old.
- _____ 2. Breastfeeding is the best feeding choice a mother could make for her baby.
- _____ 3. There is evidence that solid food helps a baby sleep longer.

Answers on page 11

SIX MONTHS TO ONE YEAR

During these months, babies grow rapidly. They smile frequently as their eyes follow the parent/sibling/familiar person around the room. The baby can clasp hands at will by now and can grasp something placed in his hand. In a sitting position, the baby's head is steady and upright.

At this age the baby's body is growing inside, too. Feeding schedules and bowel movements have become more regular. Most babies are sleeping all night. These are all signs that the digestive system is developing and getting ready to digest solid foods.

During the first months, babies are used to sucking. Taking food from a spoon and swallowing is a different action that must be learned. As you start feeding the baby, place food well back on the tongue to help get the food in position for swallowing. Expect the baby to spit the food out at first. He has definite likes and dislikes, and food that is not liked will be spit out.

Between five and six months, a baby is learning to chew and practices by putting everything into the mouth. This is one way baby explores the world. This is also about the time teeth begin to erupt, which can be an uncomfortable time for both parent and baby.

As soon as teeth erupt, begin protecting them against decay. Avoid putting the baby to sleep with a bottle. Wipe teeth with gauze or brush them.

By about seven or eight months, the baby's lips begin to be able to shape around the rim of a cup. Drinking alone may be impossible, but you can help your baby begin to learn to drink from a cup. Most babies do not learn to drink alone from a cup until 10 to 15 months.

Babies begin learning to self-feed between six months and one year. This can be messy, with as much food getting on hands, face, and hair as into the baby. Between 10 to 18 months, she develops some ability to use a spoon, but does not have really good control for two to three years.

Between 12 and 18 months growth slows down, so the baby needs less food and eating becomes erratic. Since this is normal, a parent should not be concerned. A child cannot be forced to eat when not hungry.

Planning Food For The Older Infant

Solid foods need to be added slowly while the baby is learning to swallow solids. Parents will need lots of patience during this time, and the baby will need lots of reassurance. Holding and loving the baby during these times makes mealtimes as pleasant as possible. Talking to the child during feeding time is important. Even before words are understood, the reassuring, loving tone of a parent is understood.

The first food added is cereal. Rice cereal, iron-fortified, is good to begin with.

Only one new food should be added every four or five days. Eating is a great new adventure for the child. If a food is not liked, it can be set aside and tried again a few weeks later.

Vegetables and fruits are usually added after cereal. Protein foods like strained meat, poultry, fish, mashed beans or cheese are added next.

Commercially prepared infant foods are nutritious, convenient, and quite safe. Over the last few years, manufacturers have reduced the salt and sugar they use. Tapioca starch is used for thickening baby food, and it is digested by babies just as any other starchy cereal is digested.

The labels on protein baby foods can be deceptive. Protein is found in strained meats. High-meat dinners have only half the protein of strained meats, and "dinners" are low on the scale with only one-fourth the protein.

Usually, the nutrition label states that a jar of baby food is one serving for an infant. Small babies will only eat one or two tablespoons a day. Beware of this slightly deceptive bit of labeling and remove only what baby will eat. The baby should *not* be fed directly from the jar and the remainder of the jar stored for another feeding.

Making Your Own Baby Food

If a parent has time and enjoys cooking, baby foods are easy to prepare by using a blender, or strainer or with some persistent mashing with a fork. Large quantities of baby food can be made up ahead of time and solidly frozen in ice cube trays. Once frozen, the cubes can be stored in plastic bags.

Suggested Daily Meal Plans For Six Months To One Year

BREAKFAST

Cereal (iron fortified), egg, formula or breast milk

MIDMORNING

Juice

NOON MEAL

Vegetable, meat, formula or breast milk

MID-AFTERNOON

Formula or breast milk, crusty enriched bread or crackers

EVENING MEAL

Cereal (iron fortified), fruit, formula or breast milk

Babies And Solid Food

1. Describe signs that the baby's digestive system is getting ready for solid food.

Did you list these? Baby sits up with support, leans forward for another bite, and keeps sticking out his tongue. Feeding schedule and bowel movements have become regular. Baby is sleeping all night.

2. Why should you not feed the baby solid food before six months?

The answer is that swallowing is a different action than sucking. Babies have to learn to swallow. They also have to learn to chew. Their digestive system is not ready for solid food until about six months.

3. Why is it not a good idea for baby to go to sleep with a bottle?

The answer is that the formula will remain on the teeth and cause decay. Also, the baby needs to be held while taking a bottle to experience the close touching of a significant other person.

TODDLERS AND PRESCHOOLERS

Dealing With a Child's Eating Behavior

Between two and three years of age children are learning about the world around them. They want to explore everything—including food, but they do it in their own way. And their appetites are very small.

Although most children do not eat much between two and three years, over several days or a week they eat enough food to keep them going and to keep them healthy. They only need small amounts because they are small. Little children's eating behaviors can be very frustrating to parents.

Remember his size. Good eating skills are developed; they do not appear overnight.

One-to Two-Year-Olds . . .

- learn to drink from cup; should be almost weaned from breast or bottle
- learn to bring food to mouth with spoon
- copy others and will eat many family foods
- can detect slight differences in foods and show these differences in facial expressions
- are developing likes and dislikes; like sweet foods
- like to touch and play with food; respond to food texture
- learn to say "NO" and become more independent

Two-and Three-Year-Olds. . .

- have much improved muscle control so can use spoon and fork easier
- often desire desserts and sweets
- will be willing to wait a little for requests to be filled
- usually will eat vegetables raw but may refuse salads
- accept green vegetables more often
- can answer simple food choices like "Would you like a peach or pear?"

Four-and Five-Year-Olds. . .

- may return to food jags or go on food "strikes"
- are influenced by others: other children, television ads, teachers
- may prefer plain cooking and foods separated on the plate
- dislike most mixed food dishes and gravies
- have gradually increasing appetites

Typical food responses of toddlers and preschoolers include:

- **Food Jags**—when only a few foods are accepted. If you hear "I only want the rice," treat it in a casual way and the child will usually return to a wider variety of foods after a few days.
- **Strange Responses Toward Food**—like "Don't let the peas touch the chicken" or eating food in a certain order or always having the same glass to drink milk from. Such rituals provide security, so respect the sometimes strange requests and don't over-react.

FOOD LIKES

Young children seem to have some common food preferences. Children accept food better when you _____

Answers given by other parents are:

- serve single foods, rather than a stew or casserole
- offer food that is a bright color
- serve mild-flavored foods
- provide the proper textures: moist, tender meat versus dry, tough; soft bread versus coarse, hard; tender-crisp vegetables versus mushy, overcooked
- serve food barely warm or not icy cold
- offer small servings

DAILY FOOD GUIDE

Now we will explore the Daily Food Guide for children. If your child is four years old, she should be eating this amount of food daily. It is the same guide you use to plan meals for your family. Only the size of the servings differ.

FOOD	AMOUNT PER DAY	SERVING SIZE
Whole, evaporated, or skim milk; cheese; yogurt; ice cream; pudding; milk drinks	2-3 cups	1/2 to 1 cup (4-8 ounces)
Meat, poultry, fish, eggs cooked, dried beans or peas, cottage cheese, smooth peanut butter	1-2 servings	1/4 cup*
Vegetables— a dark green or deep yellow vegetable for vitamin A	3 or more	1/4 cup*
Fruits	4 or more	1/4 cup*
Breads and cereals, whole grain or enriched	4 or more servings	1/4 cup cereal or 1/2-1 slice bread
Plus other foods - margarine, butter, or other fats, and jelly, jam, etc.	Limited use	

*NOTE: One tablespoon per age of child is a good rule of thumb for serving size. Four tablespoons equal one-fourth cup.

EVALUATE FOOD

Now that you know more about the Daily Food Guide, you can evaluate the food your child ate yesterday.

If your child is less than one year old, use the Daily Meal Plan on page 5 for comparison.

Count the number of servings your child had in the food groups listed below. Put the number in the blank.

Milk-Yogurt-Cheese Group _____
 Breads and Cereals Group _____
 Fruits Group _____
 Meat-Poultry-Fish-Bean Group _____
 Vegetable Group _____

Did your child have adequate nutrition yesterday?

TEACH YOUR CHILD

Encourage your three-or four-year-old to make a peanut butter and jelly sandwich. Ask him to cut it into halves and then into fourths. Of course, you will have to help the first time, showing him how to spread the peanut butter and jelly. Also talk about safety with knives. A child this age can pour his own milk from a small pitcher if it is sitting on the bottom shelf of the refrigerator. Doing important things like preparing one's own lunch makes your child feel capable and improves his self-esteem. What are some other food preparation activities that you and your child can do together?

SUMMARY

Children are pros at copying the eating habits of others. They like foods you like and refuse foods you refuse. They copy your table manners and quickly pick up on the mealtime atmosphere, whether it is pleasant or unruly. How others in the family approach eating determines in great part how children will react to food. Set a good example—it's good for your child and good for you.

Remember that the eating habits you create in your children now will probably last a lifetime.

WHAT NEXT?

The next leaflet will be about discipline.

Contact the local Clemson University Cooperative Extension Service about parenting classes.

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NOTES

Answers from page 3.
1-t, 2-t, 3-f

EMPOWERMENT: ACHIEVING SELF-DISCIPLINE

LEAFLET 5 IN A SERIES OF 9

Discipline is probably not one of our favorite things to think or talk about.

What do you think is the purpose of discipline?

What do you think the word "discipline" means?

The word "discipline" comes from the root word "disciple," which means to follow someone's teaching. Discipline is different from punishment. An important goal of discipline is to help children learn to control their behavior and eventually take responsibility for their own behavior. Discipline with this goal in mind empowers the child to become a competent adult.

MORE ABOUT DISCIPLINE

You probably agree that discipline is necessary and that it is one of the big responsibilities of being a parent. It is also one topic on which husbands and wives are most likely to disagree. In fact, few adults are likely to agree on their ideas about discipline. This is understandable when we realize that each of us was reared differently and was disciplined differently. As we were growing up, many of us probably thought about what we would and would not do when we were parents. Now that we are parents, the answers do not come so easily. That is one reason that it is so helpful to learn from others.

Many people who have spent a lifetime studying and practicing human development tell us that discipline is not a technique, but an attitude. When we as parents feel that we are in charge of a situation, we communicate this sense of being in charge to our children. If we feel unsure of being able to control our child's behavior, we communicate that to the child also. Attitudes show!

Parents often say that it is too bad they did not have a child to practice on before they were dealing with their own. One parent said, "I felt that way, too, and the second child seemed easier than the first. I think we were just more confident and competent."

THREE BASICS OF DISCIPLINE

I will not allow my child to hurt himself,
I will not allow my child to hurt others, and
I will not allow my child to hurt things.

ONE MORE BASIC

"I will try to say what I mean and mean what I say."

This sounds so simple; yet we know that it is not an easy undertaking.

CAREGIVERS

It is extremely important that all adults who are your child's caregivers understand what you are trying to achieve through discipline.

OTHER BENEFITS OF DISCIPLINE

Results of studies show that well-adjusted, achieving youngsters seem to come from homes where limits are set; rules are few, clear, and understood; love is abundant; and there is consistency in words and actions. Children raised in this atmosphere tend to become self-disciplined adults. Consistency in discipline appears to be a key element in the development of self-disciplined individuals.

CONSISTENCY

Complete the following activity about consistency.

If a mother and father use consistent patterns of discipline, they agree on limits for the child and on what the consequences are when the child goes beyond the limits. In other words, there is uniformness in the limits both parents communicate to the child and in the consequences both inflict. Consistency also means having the same limits and consequences over time.

Which of these patterns of discipline are consistent?

- _____ 1. Houston comes home from preschool with bite marks. His mother tells him never to bite anyone; his father says, "I hope you bit him back real hard."
- _____ 2. Houston comes home from preschool with bite marks. His mother tells him never to bite anyone; his father tells him never to bite anyone.
- _____ 3. Tom jumps on the sofa in his home. His parents do not say anything. Tom jumps on the sofa in a neighbor's house. His parents scold him.
- _____ 4. Tom jumps on the sofa in his home. His parents do not scold him. He jumps on the sofa in a neighbor's house. His parents do not scold him.
- _____ 5. Sally had to stand in the corner at preschool for pushing Mary when Mary bit her. Mother and father scold her. When Sally has to stand in the corner for pushing Mary again a week later, Sally's mother scolds her; her father praises her for defending herself.

In which of the foregoing situations could the child most likely be sensing trust? (2 and 4) Why would the child sense trust in these and not the others? (A child senses trust when what he experiences and remembers at one time is the same as he experiences and remembers at another time. In 2 and 4, the child experiences constant discipline. In 2, both parents discipline in the same way. In 4, both parents discipline, or do not discipline, the same way at two different time periods. In 1, there is not consistency between what the mother and father say. In 3, the child is disciplined different ways for the same behavior at two different time periods. In 5, the mother's discipline is consistent from one occurrence to another, but the father's is not.

FIRM NOT HARSH DISCIPLINE

Firm - secure, solid; not subject to change or revision; steady; not easily moved or disturbed; steadfast.

Harsh - disagreeable to the senses; causing discomfort or pain; overly exacting; severe, rough.

Label the following remarks as "F" indicating firm discipline or "H" indicating harsh discipline.

- _____ 1. "No. You cannot play outside today. It is still raining and you may get a cold. I cannot let you get sick."
- _____ 2. "Get your feet off the sofa! You are stupid! How many times do I have to tell you that? Most four-year-olds do better than you."
- _____ 3. "If I catch you writing on the wall again, I'll give you a spanking you'll never forget."

Answers are on page 12.

AGE-APPROPRIATE DISCIPLINE

In this leaflet there are sections about discipline at different ages: infants, eight months through walkers, toddlers, and three-and four-year-olds. You may want to read the section related to the age of your child now and read the other sections later.

INFANTS

Burton White, one of our leading specialists in child development and father of four, suggests there are three goals for parents to work toward during the first eight months of a child's life:

1. Giving their baby a feeling of being loved and cared for.
2. Helping their baby to develop specific skills.
3. Encouraging their baby's interest in the outside world.

The first eight months is a period when a baby learns to trust and also learns order and routine. During the first two years of life, it is essential for a child to develop a strong attachment to one or more older humans. This attachment starts in infancy as the basic needs are met. For babies, being fed; being kept dry, warm, clean, and comfortable; being held; being talked to; and being truly loved are absolutely necessary. Babies have an incredible way of bonding themselves to their parents and their parents to them. Babies also require time and energy during these first months. Parents will make some mistakes, as all other parents have. Nevertheless, children survive in spite of parents. Just think how well you turned out!

As soon as a child is born, patterns of action and interaction begin to develop. New parents should keep in mind that the baby is another member of the household, not the only member. The discipline of infancy comes in setting up patterns that reflect caring, gentleness, attentiveness to needs, and security. This does not happen immediately. New parents are learning about their baby and the baby is learning about the parents.

Anticipating what is coming up next and being ready for it is helpful. For example, when bottle feeding, nothing is so exasperating as finding out that no formula is ready when the baby is ready to be fed. At this stage parents are managing for themselves and for a very dependent infant, so they need to be the best managers possible. Thinking ahead, planning, and anticipating are necessary. This does not mean being on pins and needles, but it does mean preventive planning.

Babies who have their needs anticipated and promptly met are not spoiled babies; they are babies who trust their caregivers and will require less time. In fact, Dr. Lee Salk of the Cornell Medical Center assures us that the more responsive parents are to their baby the less the baby cries and the more securely the baby becomes attached.

Young babies sleep a lot of the time, and when they are awake, they do not have much to do. They first become interested in their hands, cradle gyms, and other objects that are six to eight inches from their face. Objects placed to the right side of the baby's head seem to be noticed by the infant more often than objects placed on the left side.

When babies are awake they love to be in different environments. They need to be moved around from room to room, by a window or a glass door where they can see outside. Also, they need to be kept where they can see and hear their parents. Talking to babies helps them become social human beings. SAFETY is always a primary concern. Babies are quick and unpredictable as to their strength and ability to get into a tough situation quickly.

Some parents have trouble getting the baby to sleep, at least during the time they want her to sleep. Can you train a baby's sleep habits? To some degree, yes, but you cannot change an infant's basic sleep chemistry. Wide-awake youngsters are probably going to stay that way. Babies are just like adults in that some people seem to require more sleep than others. During the first few weeks of life, parents may need to sleep when baby sleeps and not be too concerned about schedules. Dusting, dishes, meals, and other tasks that previously were "necessities" can be altered. Remember that parents are helping the baby get used to a new world and the things she now has to do for herself. Gradually the baby will sleep the hours the rest of the family sleeps.

Turning, moving, cooing, squirming, wiggling, smiling, reaching, looking, laughing, sitting alone, and pulling up are skills that most babies achieve during these first eight months; some sooner than others. Each baby has his own timetable and is full of delightful surprises; so stop, look, and listen. Loving responses will make the baby try even harder. All these wonderful skills and more are learned during these first eight months. Some babies may be early walkers, which means careful, careful watching, because babies this young have developed little knowledge of danger.

It is also important for parents to have some time away from this wonderful new creature, even if for only an hour or two. Remember the baby is a member of the family, not the sum total of everything important in the family.

NEW PARENT FEARS

Being a new parent is not easy. One mother told that her baby had never slept all night until he was about 10 months old. When the mother awakened about 6 a.m. and realized she had not been up all night, she ran to the crib and woke up the baby because she was sure he was dead. We all have had similar experiences.

What are some of the things you worried about unnecessarily?

How did you manage during the first eight months with your new baby?

What advice do you have for a new mother and father?

What could you do to help new parents you know?

And what does all this have to do with discipline? It is just a reminder that you are human and you have needs, too. When you become overtired and tense, everything seems worse than it is. There is nothing quite like a few hours of needed sleep and a little time away, so ask for help when it is needed.

Remember that you have good judgment. There is nothing wrong with a rocking chair and a pacifier. Most authorities and most parents agree that the gentle movements of a rocking chair, close holding, and soft singing work wonders for some children, while a pacifier does the same for others. Your baby will let you know what he likes as you learn about each other.

EIGHT MONTHS THROUGH WALKING

By the time the eighth month has been reached, the foundation has been laid. Eight-month-old children are exciting, developing, and interesting people. They have achieved so much physically, mentally, and socially. Now what lies ahead as far as discipline is concerned?

Eight-month old children are understanding language and also learning that crawling and creeping are taking them to new places and new things. Thank goodness babies are extremely curious because that aids the learning process. Prevention is the key to happiness at this point, so childproofing the child's environment is essential. A lot of learning takes place through mouths, eyes, and hands. It is amazing how long little arms can become, how far little hands can reach, and how quickly eight-month-old children can move. Since this age group has very little memory, all the times the parent said "no" are soon forgotten and so is the desired object when a substitute is offered. If parents are saying "no" often, look for the reason why. Childproofing the home makes for fewer noes and more freedom.

Dr. Burton White points out that it is important to keep two principles in mind: 1) there is a line where the baby's legitimate rights end and those of other people begin, and 2) discipline should be followed through consistently. No parent wants to rear self-centered children. Learning to get along with others begins at home. Lines must be clearly drawn with love and patience, with the parent in charge all the way. It is hard to be consistent, but consistency must be maintained. What parents are investing in their baby is the investment of a lifetime. When telling a 15-month-old to stop pulling on the curtain, a parent must stay with it. If the parent gives up, the baby will soon learn that she can win if she keeps at it long enough. This line of reasoning calls for thought before saying "no." Since limits are necessary, would it be better to take the curtains down for a while?

One method of discipline for a toddler is putting the child in a "time-out chair." The parents can keep an eye on him and explain their action by saying, "You must sit in this chair because you need some time by yourself. Daddy said 'No, you cannot pull Jane's hair -- it hurts her.'" One minute is long enough for beginning. The same chair can be used again and soon parents will need only ask, "Do you need to sit in the gray chair? Do you need time out?"

WHAT WOULD YOU DO?

Read the following situations and write down what you think the parent should do under each one.

1. Nine-month-old Tommy tries to play with lamp cords, ash trays, and magazines.

2. Eighteen-month-old Whitney loves to knock over his milk or juice and watch how it spills.

3. When Mr. Smith takes one-year-old Ashley with him to the grocery store, she reaches for everything on the shelves.

4. Nine-month-old David crawls up to a pair of hot tongs near the outdoor grill.

Answers on page 11.

TODDLER TACTICS

If you are the parent of one of these wonderful creatures of boundless energy and infinite curiosity, look at some of the situations in which you are likely to find yourself.

FALLING DOWN Toddlers can get up alone, unless they are really hurt. Praise and such words as "I'm glad you didn't get hurt" are good responses.

THROWING FOOD Toddlers should be told firmly that this is not to be done. They can hold a spoon and help themselves while someone else is feeding them, but it will be messy. Throwing food seems as good an idea as throwing a ball to the toddler, so words and attitude must teach the difference. Food should be removed if playing persists and your child is not hungry.

TEMPER TANTRUMS OR BREATH HOLDING. Yes, such things do happen. Blowing in the face usually causes a child to release his breath and breathe again. Toddlers cannot do all the things they want to do because of their limitations. They can become frustrated and overtired. Sometimes the parent is trying to do too much at one time. The trip to the grocery store may be too much after an already full morning when food and nap time may be delayed. Toddlers love a routine they can count on. They are also short fused and "me do it" is a favorite phrase or action. Time-out in the chair or in their room for a few minutes with the understanding that they can come out when they can stop crying puts the responsibility on them and keeps the parent in charge. Always be alert to what they are doing.

HITTING AND BITING. Remember that wonderful word, prevention? Fights must be diverted before they happen. The children may need to be separated. Talking to a two-year-old about sharing may not get much result. Neither does asking "Why did you do that?" or "How do you think Allyson feels?" These thoughts are beyond a two-year-old. Sitting for a few minutes, isolation in their own room, and firm voice tones let them know you disapprove and you are in charge. Children who are hit are likely to be long-term hitters themselves. Parents are teachers. Usually there is only one child that a child selects to bite, and you can count on this behavior if those two get together. We do not know why this is, but we do know that it can be prevented. The mothers can agree that for now these two cannot play together without full supervision.

POOR SLEEP HABITS. Routine, consistency, and known expectations are essential to good sleep habits. If a child awakens and cries out, he should be comforted. A parent needs to sit in the room with him for a few minutes, but taking him into the parent's bed starts a habit that is hard to break and one that reinforces this behavior. It goes without saying that the parent should always make sure that there is nothing really wrong.

Over-stimulation can keep your child from going to sleep at the regular time. That is even more reason for getting into bed at the regular time. Try tapering off with books to look at, a cassette to listen to, or sharing a book with a parent or sibling before being put in bed. Children can be flexible and are able to adjust to slight variations in bedtime. Toddlers may awaken and get up to play in the middle of the night or move to another place and fall asleep.

Know yourself as well as your toddler. Know when both of you are reaching your limits. The purpose of discipline is to teach, not to give pain. You can lose control. Each of us is capable of child abuse when pushed beyond our limits. Balance is what we are striving for. Discipline with love; take joy in your child's growing independence. Such fine lines and so much adult judgement are required. Too much discipline impairs; too little discipline is a form of neglect. You have good judgment, and there are others you can talk to and books you can read. Forget the phrase "terrible twos" - substitute the phrase "terrific twos". Your child is a terrific learner and you are a terrific teacher!

DO'S AND DON'TS

Another way to help your child have self-control is to use more "do's" than "don'ts" when talking to children. This is difficult if parents already have the "don'ts" habit, and it will take much practice to make a change. The improvement in the relationship with the child will make the effort worthwhile. Some examples are on the next page.

DONT'S

Don't slam the door.
 Don't squeeze the puppy.
 Don't jump on the sofa.
 Don't run in the house.

DO'S

Close the door gently.
 Hold the puppy gently.
 Sit on the sofa.
 Walk in the house.

The word "please" used before the "do's" helps the child learn politeness.

Here are some "don'ts" for you to change into "do's."

DONT'S

Don't yell at me.
 Don't touch that.
 Don't spill it.
 Don't hit the coffee table.
 Don't play with the electric cord.

DO'S

THREES AND FOURS

How quickly time goes, and what a difference a year makes. Three- and four-year-olds can be delightful. Children this age are more mature, have longer attention spans and memory, love playing with other children, can use language to express themselves, and have learned many skills. No wonder they are pleased with the world and show it. It is wonderful to relearn the world through the eyes of children.

Three-year-olds tend to be yes people. They want to please and are now more secure, more stable, and more sharing. They love new words, new friends, new situations.

Three- and four-year-olds learn to dress themselves, stop wetting their pants, and communicate well. Much self-confidence and independence come as hands, feet, eyes, words, and mind all get to working together. Members of this age group also know what they can count on from parents.

Somewhere around four or five, children begin to show some of what has been called "signs of internal government." At this age children are beginning to take some control of themselves and to make some decisions. These are the goals for which parents have been working.

These are the years of pretend, fantasy, imaginary friends. These are the years of learning and competence. Learning to follow directions, to complete a task, to clean up after themselves, and to do simple chores all help them know they are part of a family and are contributors. These are foundation learnings for life and help a youngster to be ready for kindergarten and first grade.

Meaningless tasks for children should be avoided. Three- and four-year-olds can be a part of what the family is doing. Parents should explain why they are doing things, as well as how. This helps children develop the ability to reason and to think for themselves, which are parts of discipline. Explanations also teach what is expected and communicate family values. Praise and appreciation delight preschoolers. Telling children how much they are loved and how lucky parents are to have them are sure ways to help them feel good about themselves.

These thoughts may be helpful in rearing your child.

- See yourself as a parent/teacher.
- Act instead of threatening the child.
- Children can become "parent-deaf." Avoid talking them to death.
- Shaming or nagging injures the child's self-concept.

DO ENJOY YOUR CHILD. EMPOWER YOUR CHILD BY DISCIPLINING WITH LOVE.

TRUE OR FALSE

Directions: Write either "true" or "false" by the following statements.

- _____ 1. The three-year-old tends to be a "yes" person.
- _____ 2. Around four a child may show signs of "internal government."
- _____ 3. Praise and appreciation delight a preschooler.
- _____ 4. A four-year-old can dress himself.

Answers on page 11

IS YOUR CHILD'S BEHAVIOR A PART OF NORMAL DEVELOPMENT OR IS THERE REASON FOR CONCERN?

Some childhood misbehavior occurs as a normal part of growing up. Although they might be uncomfortable with the behavior, parents need not be especially alarmed when their children respond in this manner. Despite their distressing aspects, these behaviors are appropriate for children because they are a part of human development.

On the other hand, some behavior is a direct expression of disobedience. The child is purposely breaking an established, reasonable rule and is challenging adult authority. Because the behavior is developmentally deviant, parents need to take some type of immediate action to confront their child with his misbehavior. Parental intervention is needed because the behavior is inappropriate for the child's age. This is a time to use the "gray chair" for sitting or his room for isolation. The time period must be reasonable and suited to the age of the child. One minute is longer than you think.

AGE-APPROPRIATE BEHAVIOR

Directions: To the left of each of the seven situations below, write "yes" if you think the child is doing something that is a part of healthy or normal development at that age or write "no" if you think the child is doing something that demonstrates a failure in self-control and can be changed at that child's age. When you are finished, turn to the last page to compare your responses to our answers and their explanations.

- _____ 1. Child undresses in back yard at 1 1/2 years.
- _____ 2. Child refuses to share at age two and occasionally fights with friends over the use of toys.
- _____ 3. Beginning at age two, child frequently says "NO" to his parents.
- _____ 4. Child at three years screams and becomes violent every time she goes into a toy store with her parents.

- _____ 5. Child at three years denies breaking a dish she was not supposed to be playing with.
- _____ 6. Child at four years yells and charges around the house.
- _____ 7. Child at four years occasionally wets her pants while playing out.

TEACH YOUR CHILD

Help your three-or four-year-old begin to be self-disciplined. This week begin giving your child a choice between outfits. Then, let the child decide whether he wants to get dressed alone or with help. Think about how you will use discipline. What is your definition of discipline?

SUMMARY

Discipline keeps children from hurting themselves, others, or things. Effective discipline is firm, not harsh, and it is consistent. A parent who sets limits is helping the young child grow into a competent human being.

WHAT NEXT?

The next leaflet will be about health and safety.

Contact your local Clemson University Cooperative Extension Service for information about parenting classes.

ADDITIONAL HELP AND REFERENCES

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SUGGESTED RESPONSES FOR ACTIVITY 9

Page 6 Answers

Any response which prevents children from hurting themselves and yet provides them an opportunity to learn more about their environment is a correct response. Help children to realize their limitations and restrictions of their environment and they will eventually develop self-control. Here are examples of appropriate responses.

1. The best action for the parent to take is to remove such items out of Tommy's reach. Child-proofing the home allows the child to learn all about the interesting things around and frees the parent from saying "no" constantly and from handslaps.
2. One thing that may be done is to let Whitney play with containers in the bathtub and allow him to pour water out of them. The parent also needs to begin to talk to the child about the importance of milk and juice to his body.
3. Ashley could be given one or two of the colorful containers from Mr. Smith's cart to look at and handle.
4. These items should be moved from David's reach. It should be explained that the tongs and grill are hot and they will hurt if touched.

Page 9 (Answers are all true)

Page 9 Answers

- Yes 1. Child occasionally undresses in back yard at 1 1/2 years. At this age children cannot be expected to have a fully-developed sense of modesty. Also, the child could be excited by the challenge of removing clothes. In addition, children at this age do not have a well-developed sense of rules they know they are expected to follow.
- Yes 2. Child refuses to share at age two and occasionally fights with friends over the use of toys. Children at this age do not have a clear understanding of sharing and property rights. Frequently, there is a fear that, if other children play with a particular toy, then they will be able to take it home. Because of their limited language skills, children at this age will frequently use violence to get their own way.
- Yes 3. Beginning at age two child frequently says "NO" to his parents. Saying "no" is a normal and healthy way for children to express their autonomy and growing sense of self. Children need to declare a sense of separateness and self-direction beginning around two years of age. Negativism is one way to bring about a sense of independence. Even though they should allow their children to express their own opinions, parents still have to decide whether or not they need to remain firm in their demands. Parents should remember that allowing children to voice their own opinions does not mean giving them the freedom to do completely as they want.

- No 4. Child at three years screams and becomes violent every time she walks into a toy store with her parents. Occasional temper tantrums when children become frustrated are not unusual. But frequent temper tantrums, aggressive outbursts which children display when they fail to get their own way, occur only if the parents have a history of giving in to their children's demands, especially if the child is three years of age or older. If these unreasonable displays of temper are ignored, they will not continue. Some authorities and common sense may indicate — remove her from the toy store and say, "We cannot be around other people when you act like this." This teaches consequences or results of bad behavior.
- Yes 5. Child at three years denies breaking a dish she was not supposed to be playing with. Children at this age do not really understand the meaning of "lying." Wishing something is true may make it real enough for a child to state an inaccuracy. Children still do not have a clear understanding of cause and effect at this point in their development. Also, the child's fear of parental punishment may contribute to his or her denials. Under these circumstances, a parent might gently point out that the child was playing with the dish, this was a mistake, and that both of you are sad that this happened. Be sure the child knows she means more to you than the dish does.
- Yes 6. Child at four years yells and charges around the house. During the preschool years, children have a great deal of energy that needs release on an occasional basis. The preschool child cannot sit still and remain quiet long. The need for movement should be channeled into constructive forms of behavior in acceptable as well as safe locations in the home. Unfortunately, many exhausted parents call their children "hyperactive" and in need of professional help when, in fact, the child is expressing a normal and expected need for movement.
- Yes 7. Child at four years occasionally wets her pants while playing outside. Expectations of many parents regarding toilet training are not realistic. It is not until around 24 months of age that a child's nerves and muscles develop fully enough to permit bowel and bladder control. Children typically do not master being dry at night until they are much older. Even at four years of age, play activities are so interesting that a child simply does not start for the bathroom in time. This is more a lack of judgment than disobedience.

Answers from page 3:
1-F, 2-H, 3-H

WELLNESS: KEEPING CHILDREN HEALTHY AND SAFE

LEAFLET 6 IN A SERIES OF 9

Children grow and learn best when they are treated with love and care in clean, safe, and healthy surroundings. A caring environment exists when the child's everyday world is primarily a healthy and happy one. This includes the emotional as well as the physical setting. In such a climate children feel secure and wanted because parents let them know they are cared for and loved. This leaflet is designed to help you make the environment in which you are rearing your child healthy and safe and to help you learn to cope with illness and emergencies of young children.

HEALTHY CHILDREN

Signs of healthy children are:

- Strong bones and teeth
- Upright posture
- Alert expression
- Clear bright eyes and complexion

Add others to the above list. (Healthy children are active, sleep soundly, eat without coaxing, gain steadily in height and weight over the months, feel good most of the time, and have stable nervous systems.)

NOT-SO-HEALTHY CHILDREN

Now add the opposite condition to the above list. For instance:

FROM LIST

Strong Bones and Teeth
Alert Expression

OPPOSITE CONDITION

Decayed Teeth and Poor Gum Condition
Apathy, Sad Expression Regularly

ESTABLISH HEALTH HABITS EARLY

Good health is a precious possession. How the young child's body performs depends, to a great extent, upon the type and frequency of care it receives. Establishing good health habits at an early age is one assurance that the body will receive the necessary care it deserves. From birth through early childhood, this is the parents' responsibility. Young children can learn good health practices that, with careful guidance, will become an ingrained daily routine.

HEALTH PROBLEMS

As you go about routine care and daily play with children, be alert for signs of health problems. The following signs tell the parent or caregiver that help may be needed:

- Sore throat, redness, or itching of the mouth-throat area
- Discharge from the eyes, ears, or nose
- Rash on the face, neck, chest, or stomach
- Sneezing or coughing
- Drowsiness when the child has had plenty of rest
- Watery and glassy eyes
- Higher than normal body temperature (fever above 102 degrees Fahrenheit or lasting more than two days.)
- Flushed face and hot, dry skin
- Exceptional paleness and coldness
- Much unexpected perspiring
- Hoarse voice and swollen glands in the neck area
- Pain in the ear, head, chest, stomach, abdomen, or joints
- Stiff neck or back
- Extreme irritability and restlessness
- Nausea
- Vomiting:
 - Vomiting after falling or being hit
 - Blood or mucus in the vomit
 - Throwing up most of a feeding more than two or three times a day
- Diarrhea:
 - Watery, large, frequent bowel movements that may have a very bad smell
 - Watery or runny bowel movements that soak into the diaper or run down the leg
 - Four or five more stools than usual in one day
 - Not wetting diaper five times in 24 hours
 - Blood or mucus in the stool

YOU SHOULD ALSO KNOW

- Losing too much water from the baby's body from vomiting or diarrhea is called DEHYDRATION. This can be a very serious problem for a baby.
- A baby's temperature can go up faster than an older child. Do not delay calling the doctor or clinic if your baby has one of these signs of illness or suddenly changes from usual behavior.
- Fever, vomiting, and diarrhea can be caused by a number of germs or viruses. These germs can be spread by careless disposal of diapers or soiled bedding. Be careful to wash hands after changing diapers and cleaning up.

EMERGENCIES

When calling for help in an emergency, be prepared to:

1. Tell who you are and your relationship to the child.
2. Give the location of the child. This includes the house number, street number, community road number, and nearest landmarks. A brief description of the house and yard may be helpful.
3. Describe the condition of the child and what happened.

4. Request the kind of help you think is needed.

Keep emergency telephone numbers where you can find them quickly. Write these numbers near your telephone:

- Doctor _____
- Police _____
- Fire station _____
- Emergency room _____
- Dentist _____
- Your place of work _____
- Nearest neighbor _____

PARENTAL FEELINGS

When a child is ill or has been seriously injured, you may have feelings that you would not have during normal circumstances. These feelings may be ones of fear, guilt, or being disconnected from everything. These are common feelings in times of high stress.

HOSPITALIZATION

Sometimes an injury or a severe illness makes it necessary for a child to be hospitalized. This can be a frightening experience.

A hospital stay is an emotional crisis for almost every child. Child psychologists agree that no experience is more emotionally upsetting to a child than being suddenly separated from his or her parents.

Hospitalized youngsters often fear that their parents have abandoned them. They are frightened that they will be hurt or mutilated or will die. Some think they are being punished. They are terrified of the doctors' "weapons" — needles, rectal thermometers, x-ray machines, surgeon's masks, and anesthesia.

If a parent knows ahead of time that a child will be hospitalized, helping the child prepare for the event emotionally and intellectually is extremely important. The parents or the doctor should explain to the child in simple words just what to expect. A visit, including a tour of the hospital, would be a good preparation for a child about to be hospitalized. Parents should be truthful about what a child can expect. If the child asks "Will it hurt?" be truthful. "Yes, it will hurt for a while, but then you will feel much better. It is all right for you to cry when it hurts if you feel like it."

HANDLING ILLNESSES

Maintain a calm, efficient, and confident attitude when caring for sick children. This will be a frustrating time for both you and your sick child. You can help ease the child's discomfort and fear. A caring environment makes it easy for both you and the child to concentrate on doing what is necessary to overcome illness. Your confidence will give comfort to the child.

Children who are ill should be encouraged to do as much as possible for themselves. Too much attention paid to a sick child can prolong the illness and make the child more demanding. Try to provide diversions for the sick child, depending on age of the child. Books, games, art materials, stuffed animals, tape recorders, and listening devices are some of the materials that can keep a child occupied. A flashlight and a clock reinforce feelings of security.

Having a tray set up with tissue, cotton, thermometer, water, paper bags, and a small bell will help you provide for the sick child.

HOME HEALTH CARE

General health care practices are routinely followed at home by families. Some health situations such as minor ailments may be treated at home by well-prepared persons. Every family needs a medicine cabinet and/or well-stocked first aid kit.

FIRST AID

The family's first aid kit should always be available. It is important to know what you should or should not do. Incorrect handling or improper medical treatment can cause further injury.

Supplies for a first aid kit should include:

- Water-soluble lubricating jelly
- Adhesive tape
- Absorbent cotton
- Gauze squares and bandages
- Scissors
- Tweezers
- Thermometer
- Antiseptic for cuts and scratches
- Aspirin
- Syrup of Ipecac to induce vomiting

First aid classes are probably offered in your community. You may also wish to enroll in courses that teach CPR (Cardiopulmonary Resuscitation) and Heimlich Maneuver.

IMMUNIZATIONS

Vaccinations and shots protect against seven childhood diseases -- tetanus, diphtheria, whooping cough, polio, measles, rubella (German measles), and mumps. The American Academy of Pediatrics has a recommended immunization program. Contact your doctor or the County Department of Health and Environmental Control for the schedule.

It is important to keep a record of each child's immunization. Both doctors and parents should keep these records.

Place an "x" by the seven diseases that the American Academy of Pediatrics recommends a child be immunized against. (*Answers are on last page.*)

- | | |
|---|--------------------------------------|
| ☐ Polio | ☐ Rubella |
| ☐ Measles | ☐ Mumps |
| ☐ Whooping Cough | ☐ Chicken Pox |
| ☐ Tetanus | ☐ Diphtheria |
| ☐ Colds | ☐ Diarrhea |

SEEING A DOCTOR REGULARLY

It is much easier to prevent many illnesses and accidents than to cope with their effects.

Everyone, but especially children, should see a doctor regularly. The doctor can often catch health problems in their early stages. Early treatment can help prevent serious illness or permanent damage to health.

MEDICATION

Children should not be given medication unless it has been prescribed for a particular illness and instructions are given by the doctor. Follow the doctor's instructions to the letter.

DENTAL HEALTH

A baby's first tooth usually arrives between the sixth and eighth month. Teeth grow in a patterned sequence. The two in the lower front appear first and are soon matched by the pair above them. The greatest threat to young teeth is the practice of putting baby to bed with a bottle of milk or juice. Teeth are exposed to harmful bacteria for long periods as baby sleeps with the last swallow still in the mouth.

Dentists advise brushing teeth as soon as the first eight are in place. A soft brush with a little toothpaste will start toddlers on a habit of good tooth care. They can be taught about flossing around age three.

Dental visits should begin during the second year. Even if there are no dental problems, get acquainted with the dentist early and get started on a program of preventive dental care.

The quality of a person's teeth depends on diet, genetics, and regular attention. Brushing, flossing, dental visits, and diet directly influence tooth quality.

SLEEP NEEDS

Children vary from birth in their sleep needs. By six months, most babies sleep 12 hours a night and take a nap in the morning and afternoon. Actually, time in the crib may total 16 to 18 hours. By three or four years, they may continue sleeping 12 hours at night and two more in the afternoon.

Good sleep habits promote both health and well being. Children who do not sleep enough become cranky, short-tempered, and are likely to get ill. Part of a child's routine for good health should be a consistent bedtime.

CLOTHING FOR HEALTH

Children's clothing should provide for freedom of movement and allow for growth, but they should not be so large that they cause awkward movements, for example, tripping or catching on toys.

PARENTS AND SAFETY

Parents are the first and most effective persons in teaching safety awareness. Children should be kept safe by removing hazards from their environment, not by limiting their freedom to explore.

Because it takes time for a child to learn self-protection, you can do three important things to reduce the risk of accidental injury.

1. Supervise and maintain watch over young children at all times.
2. Provide a child-proof environment by removing potential hazards.
3. Set an example of safe habits children can imitate.

ENVIRONMENTAL SAFETY

Keeping children safe is important. Babies put things in their mouths; toddlers climb stairs; preschoolers may be fascinated by water; older children run, hide, and disappear.

Children are not aware of the dangers of stairs, electric outlets, or poisons. They must be protected from accidents that their exploring can cause.

Lock cabinets that contain breakables, sharp objects, household cleaners, chemicals, medicines, poisonous substances, and personal care items. If not locked, keep children away.

Children love to climb. Stairs, tables, and any large object are inviting. Install gates at the bottom and top of stairs until children can climb safely. Make sure tables are sturdy.

Since young children discover their environment by tasting and testing, any substance a child might consume-- from cleaning fluids to house plants -- should be kept out of reach.

Keep plastic bags and other smooth enveloping fabrics in safe places. They could suffocate a young child.

Cover electrical outlets with dummy plugs.

Keep sewing machine supplies, including pins, needles, and buttons, out of reach.

Keep electrical cords beyond reach of young children. Turn handles toward back of range. Never leave iron unattended.

Put guards on windows and secure screens.

Lock deep freezers. Keep large luggage away from children.

Attach rugs firmly to floors.

Keep matches in locked cabinets. Children are fascinated with fire.

Never place lighter fluid, kerosene, paints, or solvents in cups or glasses, soft drink bottles, or other containers normally used for food and drink.

Label everything.

See that free-standing heaters or radiators have ventilated, cabinet-type covers or fences around them to safeguard children from burns.

Practice fire drills for evacuating the home or apartment with all family members. A designated meeting place should be established outside.

The general safety checks mentioned are not intended to be an all-inclusive checklist, but they are simply intended to stimulate your thinking as you inspect your home for possible dangers.

POISON

Know what to do in poison emergencies. Quick action is necessary since the longer the person is exposed to the poison, the more damage it does. If you are not sure what to do, call the poison control center or a physician immediately. Describe the situation and read poison container labels to the doctor.

Know the signs of poisoning: odor on breath, abnormal behavior, excessive stimulation in child's activity, drowsiness, breathing rate, convulsions, dizziness, and burns on hand and mouth.

If poisoning does occur, keep calm. Phone physician or nearest hospital or Poison Control Center at 1-800-922-1117.

POISON SCAVENGER HUNT

In every home there are many poisons. Some are colorful. Many are in attractively designed containers that are visually reaching out and sending the mental message, "Select Me, Try Me!"

Go on a make-believe scavenger hunt through your home. See how many different kinds of poisons you can find. Write them here.

What will you do to keep young children from getting into these poisons?

TOY SAFETY

Choose toys with smooth, rounded edges, free of sharp points and rough edges.

A toy should be too large to swallow, but small enough to handle. A baby's fist is a good guide for size since it is too large to go all the way into the baby's mouth. Check the toy to see that there are no small parts that can come off (such as eyes on toy animals).

Choose toys that are washable and can be kept clean. Choose toys that can be chewed on and dropped.

Choose toys suitable for age and developmental ability of child.

Toys that have many uses, such as blocks, balls, spools, and boxes, are good choices.

Provide some storage that is easily accessible to young children. Encourage toddlers to put toys back on storage shelves or in boxes.

EQUIPMENT SAFETY

Select equipment that is sturdy and stable with properly operating latches. It should have no exposed screws or sharp edges.

INFANT SAFETY

Infants are totally dependent upon adults to keep them safe. Remember, an infant can fall off a table, bed, or couch. Never leave an infant unattended in the bathtub. Protect infants from small brothers and sisters.

Select cribs with slats no more than 2 3/8 inches apart. Corner posts should be no higher than 5/8 of an inch to prevent entanglement of clothing or cords around the neck. Make sure there are no cutouts in the head and foot boards that would allow head entrapment. Make sure all screws or bolts are secure components of crib.

To prevent entanglement, crib toys should have no strings longer than 12 inches. Keep sharp objects out of crib and playpen. Never use pillows in an infant's crib.

PERSONAL SAFETY

It is important that you prepare your young children for interaction with strangers. Incorporate in your play appropriate responses for decisions that little ones must make if approached by a stranger. Teach them to:

- Talk only to people they know
- Always play with a "buddy"
- Never take gifts from strangers
- Find a safe home is in the neighborhood
- Dial the operator when emergencies arise and give name, address, and telephone number
- Dial your number, including area code
- Avoid letting a stranger in the house
- Avoid letting anyone touch them in a way they do not like
- Use a code word to be used only when they are to go with someone who knows the code word

Accompany children when they are using public restrooms. Teach additional cleanliness protection measures at these times. Personal child safety is also a concern. Many children have been molested in public facilities. Young children should be prevented from entering the street or public sidewalk unless accompanied by an adult.

TEACH YOUR CHILD

Teach your three- or four-year-old your address.

SUMMARY

Pain and trouble can be avoided by keeping you and your family safe and healthy. See that your family members go to the doctor for regular check-ups, that they get enough sleep and exercise, that they eat nutritiously, and that they are safety conscious.

WHAT NEXT?

The next leaflet will be about coping with stress related to parenting.

Contact the local Clemson University Cooperative Extension Service for information about parenting classes.

ADDITIONAL HELPS AND REFERENCES FOR THIS LESSON

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Foster, J. (1985). *Creative living*. Peoria: Bennett and McKnight.

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Palmetto poison control center. Columbia, SC: University of South Carolina.

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Roberts, D., Branun, K., Otherson, H., & Horsick, T. (1986). *Burns, scalds, and first aid information leaflet #27*. Clemson: Cooperative Extension Service.

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Your baby's safety ~ The important first year. (1985). Columbus, OH: Ross Laboratories.

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Immunization card. DHEC Supply Room, 2600 Bull Street, Columbia, SC 29201. Ask for card # DHEC 1128-8/87. Telephone 734-5118.

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Answers:

Seven diseases that a child should be immunized against are: polio, measles, whooping cough, tetanus, rubella, mumps, diphtheria.

ADAPTABILITY: COPING WITH PARENTING

LEAFLET 7 IN A SERIES OF 9

Just how difficult is the task of raising children? What are the stressors of parenting? This poem illustrates just how hectic things can be.

"Twas a typical morning down at the home place.
I hurried about with no smile on my face.

The kids were wild and running about.
The dog couldn't decide to stay in or to stay out.

My sweet little Blair had a cold in her nose,
And I just discovered a run in my hose.

My oldest, named Verne, said with innocent glee,
"You've got to meet with my teacher at three."

The phone started ringing, the doorbell did too,
Then husband, Clarence, said: "I'm sick with the flu."
The TV was blaring from coast to coast,
And there I was running from pillow to post.

I smelled the toast burning and so was the ham,
And the children were covering the table with jam.

I then grabbed the corn flakes and we ate real fast,
And before we could stop it, the school bus sped past.

Sometimes we all wonder how we can arrive,
At the end of the day and still be alive.
Won't somebody out there,
Please send me some hope,
And tell me, yes tell me, **JUST HOW I CAN COPE!**
(Gloria Quick, Marlboro County)

You as a parent have probably been in many stress-producing situations, but perhaps you did not think of them in terms of stress. Stress is as inevitable as death and taxes. It is created by change. It does not matter whether the change is desired or unwanted. Situations that threaten our emotional safety or welfare cause stress. Stress can also be caused by too many events in our lives or by boredom.

Parents who have children living at home appear to be under more stress than young couples who do not have children or parents whose children are no longer living at home. That parenthood produces stress has been indicated by many surveys.

Stresses related to parenting can be grouped in these three major areas: **physical**, **psychological**, and **financial**. Of course, stress experiences will vary according to the mix and overlap of time and to the nature of the person involved.

This leaflet has been designed to help parents understand stress and stressors of everyday living. It will also help parents learn coping strategies.

WHAT IS STRESS?

Stress is the rate of wear and tear on our bodies caused by living. It is physical, mental, and chemical changes that our bodies undergo in response to demands in our lives. The sources of life's demands are endless. Who causes stress? Others. The environment. Ourselves.

A great deal can be done about the problem of stress through wise use of time. And for many of us, there never seems to be enough time to meet the demands of life. So, we feel stressed.

Let us examine some of the **physical** stressors associated with parenting. Some examples are:

- Pregnancy
- Making room for baby
- Caring for babies and young children

Write others here.

Some examples of **psychological** stressors are:

- Worrying about children
- Concern for safety and well-being of children
- Children's achievement

Write others here.

Some examples of **financial** stressors are:

- Expense of having children
In 1987, the direct cost of raising a child in the United States was estimated at \$108,615.
- Conflict between parents, and parents and children on how money should be spent.

Can you suggest others?

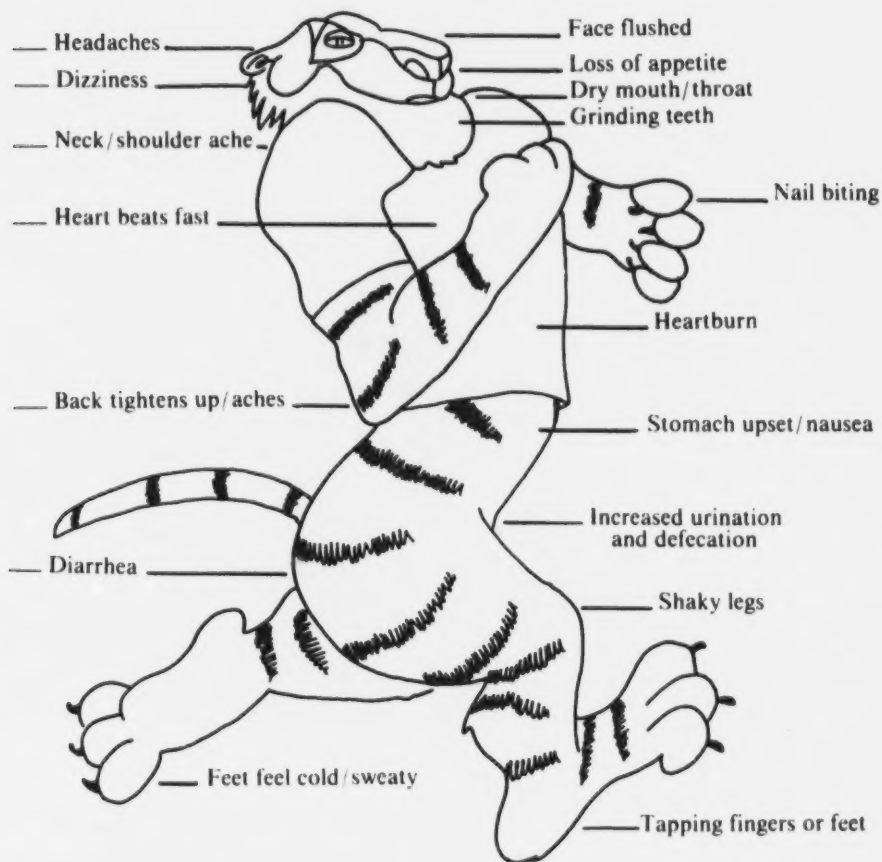
MEASURING UP

In North America, parents are viewed as being highly responsible for their children and what they become. Parenting gets difficult and stressful when children do not "measure up" to parental and community standards.

PERSONAL STRESS SYMPTOMS

Often when people are under stress, their bodies react to excess energy and tension. On the "Stressed Tiger" place a "✓" before those items that apply to you and occur frequently or regularly in your life. Place an "X" before those that occur only occasionally.

STRESSED TIGER



- ___ Crying
- ___ Depression
- ___ Increased smoking
- ___ Restlessness, fidgeting
- ___ Feeling exhausted/fatigued
- ___ Drug/alcohol misuse

- ___ Withdrawing from people
- ___ Aggression
- ___ Boredom
- ___ Can't concentrate
- ___ Sleeping more than normal or going to bed to escape
- ___ Inability to sleep

What did you discover about yourself?

More and more is being learned about the effects of stress. The list of diseases thought to be related to stress is endless and includes: ulcers, allergies, colitis, asthma, migraine headaches, strokes, and even the common cold.

Has your stress level ever become so high that you became: Forgetful? Moody? Helpless? Upset? Emotionally out of control?

LEVELS OF STRESS

There is a stress level where parents can live and work easily and happily—where you can do your best. There is also a level where you feel the wear and tear of stress—and where you are bored, make mistakes, are not interested in your family, work, or friends. Most people experience all levels of stress over a lifetime.

The main goal is to remain at the level where you function best. If you cannot, you may pay a steep price. If you have any of the following symptoms for a week or more and they are not normal for you, seek help.

Blackness of mood: feeling despondent, powerless, hopeless, discouraged, fearful, worried, or irritated.

Unusual sleep habits: sleeplessness or sleepiness.

Little energy: tired feelings.

Loss of physical efficiency.

Loss of interest in familiar activities, including sex.

Loss of mental efficiency: difficulty in concentrating, slow or mixed-up thinking.

Low self-esteem and feelings of guilt and incompetency.

Thoughts of death or suicide.

WHERE TO GO

At the mental health clinic you will talk with a counselor who may be able to help you find new ways to control or rearrange the stressors in your life. Often someone properly trained can see your situation more clearly and objectively than you can at the time. Some non-addictive medication may be prescribed on a temporary basis.

The cost of treatment is determined by your income. Four dollars is the least amount ever charged; yet no one is turned away. Some medical insurance policies will pay half of the cost.

PARENT COPING SKILLS BINGO

Do you know someone who uses these techniques for coping with daily stress? Fill in the center square with your favorite relaxation activity. Perhaps you will consider trying some of the others.

Taking a walk	Listening to music	Taking a nap
Reading a favorite book		Working in the yard
Cooking	Playing with child/children	Enjoying a craft

ADDITIONAL WAYS TO MANAGE STRESS

Here are 12 additional ways to manage stress.

1. Exercise.*
2. Recognize/accept your limits.
3. Balance work/recreation.
4. Develop a sense of humor.
5. Be empathetic/forgiving.
6. Be positive/optimistic.
7. Be flexible.
8. Accept what you cannot change.
9. Develop friendships.
10. Relax.
11. Establish routines.
12. Plan.

*Exercising vigorously at least three times per week for 30 minutes is one of the best methods of managing stress. Have a doctor's okay before starting an exercise program and start gradually.

ARE YOU IN CONTROL?

In short, you can manage your life, and your time, so that you can be able to resist stress damage.

Basically, you either believe you are in control of your life and you are responsible for what happens or you do not. When you are not in control, you probably find yourself reacting to situations, people, and pressures you think have been put on you by others.

Or you may believe you are in total control; that you shape your life, time, and destiny.

Or you may be somewhere in the middle — sometimes in control, sometimes not.

Just remember, if you are a capable adult, you have a sense of internal control. Life is what you make it and not just something that happens to you. It is better to live by "design" than by "drift."

That the birds of worry and care fly
above your head, this you cannot change,
but...
that they build nests in your hair, this
you can prevent.
Lao Tse, Chinese Philosopher

TIME MANAGEMENT AND STRESS

One other important skill in reducing the effect daily stressors have on our physical systems is to learn to manage time. However, time management has extremes. At one end is the spendthrift. Spendthrifts use up time without accomplishing much in work, play, or life. On the other end is the person who is the task master. Task masters are often overly organized, overly efficient — perfectionists.

For both of these extremes, the goal of wise time use has been missed. Effectiveness is doing the right job—doing the right activity at the right time for the right reason. Efficient time use is doing the right job right. Efficient and effective time use is achieved by the person who can separate the important from the unimportant, identify, and work toward goals based on:

- Realizing what is important
- Setting priorities
- Planning
- Getting organized
- Remaining flexible to change

"Time is Life....You only live once"

EFFICIENT/EFFECTIVE TIME MANAGEMENT

To reduce stress, the goal is to be efficient and effective users of time. Let us think about nine things you can do to manage time better and cut down on stress.

1. Organize yourself

- Think about your life...what you want to do, ought to do, must do, and why
- Put first things first
- Study tasks you have to do and possibly:

...eliminate	...modify	...exchange
...combine	...substitute	...dovetail

2. Overhaul your environment

- Look critically at where you live, work, and play
- What must go, be added, or changed?
- Consider:
 - ...equipment and supplies
 - ...habits and customs
 - ...attitudes

3. Reduce procrastination

Examples:

- Putting off starting because of lack of interest
- Linger over coffee, cokes, or cigarettes
- Socializing before and between tasks
- Doing one thing when you should be doing another
- Feeling overwhelmed by size of the job
Procrastination results in bad attitudes, jobs taking longer, others questioning your dependability and reliability

4. Learn to say "NO"

Think about times you have tried to do too many tasks in relation to your time and energy. Learn to say "NO." Think about:

- How much time is needed for the job
- Does it fit into your priorities/schedule
- What will happen if you say "no"
- Who else can/will do the job

5. Watch your tempo/mood

Are there times when you accomplish much and other times when you are not able to do anything? Consider the time of day, week, etc., when you are at your best and learn:

- When to push, do more, work faster
- When to hold back, slow down, stop
- To ask "Is this the best possible use of my time and energy?"

6. Stretch time

Ask yourself if everything you need or want to do has to be done by you in the way you have always done it? Consider using:

- Telephones for information
- Postal service to order, communicate, inform
- Hired help
- Trading services
- Proper equipment

7. Allow time off

What was your best day like? What did you do? How did you feel? Chances are the best days of your life:

- Allowed time for rest/relaxation
- Had space for interruptions, mishaps, the unexpected
- Contained time for thinking and doing.

Chances are these days were not stressful. Chances are they were days when you managed your time well.

8. Teach your child as you do normal routine tasks

- See "Making Special Time For Your Child" in Leaflet 2.

9. Encourage young children to help you

A four-year-old can:

- Empty small trash cans into a larger one
- Put up own toys
- Make up own bed
- Hang up own clothes, if rod is low enough
- Help prepare lunch
- Fold clothes
- Put up magazines
- Dust

TIMED TASKS

Here is a list of quick household tasks that, if kept handy, may inspire you to try doing them when you have a few minutes. Timing is about average, if you work reasonably fast. The list is not complete, but it is meant to indicate that not everything has to be a big project. Many things can be done in much shorter time than you think. By using spare minutes here and there for household tasks, you can have more time to do fun things with your child, like reading a short story.

Directions: Add at least two tasks that you do as a parent to each time frame given below.

20-Minute Tasks

- Wash bathroom fixtures, polish faucets, wash bathroom floor
 - Wash fingermarks off woodwork in two or three rooms
 - Take down draperies at one window, tumble-dust in dryer, replace at window
 - Wash all window sills
-
-

15-Minute Tasks

- Vacuum mattress and bedspring
 - Vacuum and dust pictures, light fixtures, and lamps
 - Clean dust from grill and blades of an electric fan
 - Before going to bed, spark up living room: empty ash trays, pick up newspapers, magazines, dust furniture, lamps, run carpet sweeper over areas to remove surface litter, plump pillows
-
-

10-Minute Tasks

- Change sheets and make a bed
 - Package bacon in portions for the freezer
 - Remove things from bottom of closet. Sweep, mop, or vacuum floor, return things to closet
 - Clean and polish one piece of furniture
 - Remove utensils, wash drawer, replace utensils in kitchen drawer
 - Make out shopping list
 - Organize child's closet or toy box
-
-

5-Minute Tasks

- Set table for next meal
- Wipe finger marks off doors of kitchen cabinets and refrigerator
- Wipe off spots on range; remove, wash, dry, and return reflector pans
- Make bed in morning
- Package chops, hamburgers, frankfurters for the freezer

- Set automatic coffee maker, plug into timed outlet of range, and set automatic clock
 - Remove crumbs from and polish toaster
 - Fold baby clothes
 - Prepare afternoon snack for child
-
-

TEN THINGS I AM

A mature person clearly understands his/her roles. This activity will help you put your roles in the best order for you.

Write 10 roles, one each on 10 small pieces of paper. Choose from these roles and others:

friend	brother	uncle	church member	employer
best friend	South Carolinian	sister	freshman	homemaker
rival	student	cousin	senior	cyclist
neighbor	son	niece	employee	athlete
young man	daughter	nephew	buyer	musician
young woman	grandchild	aunt	horseman	animal keeper
housekeeper	home manager	cook	farmer	parent
father	mother	wife	husband	lover

Now choose the three most important roles that you are filling. Place the other seven roles in an envelope. They may be important later.

Next, arrange the three most important ones in order of importance to you.

If you perform this activity ten years from now, two years from now, or even two weeks from now, you may have different roles. These are not permanent, but they are important. Right now you will like yourself better if you try to do best those activities which involve you in your most important role. For example, if your three important roles were: (1) wife, (2) parent, and (3) teacher, in that order, you would be happier making the greatest effort at your marriage relationship, yet arranging to have time for parenting and activities relating to teaching.

Time And Role Conflicts

Each of us fills many roles, as the activity above indicated. We may be spouse, employee, friend, etc., in addition to parent. The demands of our roles place pressure on us, causing conflict or stress.

Spousal Time

Getting married is easy. Being a husband or wife is not. Marriage involves commitment to make time for each other. Time is needed for living, loving, and caring for one another. Take time for each other and you will reduce stress and conflict.

Employment Time

There are time conflicts with having a job. Usually a job means certain sacrifices or trade-offs must be made by you and your family. These are some of the costs

of your job. When all the adults in the family work, changes must be made in schedules. Who will do the housework? Run errands? Pick up or deliver children? And when?

Parenting Time

Have you ever tried to name all the jobs that come with being a parent? The list is endless. Time is probably the resource most demanded of parents. Children need time for loving, teaching, and disciplining.

For a busy parent, the goal is to make every minute count. Use time for dual purposes—being together, getting other tasks done. Use your time together well to help you cope.

Time for Self

What about your time as a person? Do you ever feel there is no time for "me?" Sure you do! So make time for yourself. You are important. When you take time for "you," you feel better, you are less stressed.

Set aside a little time each day just for you to renew your energy, your body, your spirit. Block out some time for rest, exercise, or something you like to do.

Plan When You Will Have Children

You may have or want to have more than one child. Research shows us that, if possible, it is good to space children with three years, or thereabouts, between children. This gives time for each child to be the baby, energy enough for you to do all the teaching and tending that you need to do, and time to enjoy your children. There is much to be accomplished during the first three years, and one at a time makes parenting less stressful.

TEACH YOUR CHILD

Encourage your three-or four-year-old to make up his own bed and to put his dirty clothes in the correct place.

SUMMARY

In this lesson we have considered some of the causes of stress and have discussed some ways to reduce stress through good use of time. You are encouraged to establish routines and to find effective ways of doing what has to be done in your giant role as a parent. You are challenged to see beyond the drudgery to the fulfillment of parenthood, for you are fulfilling one of life's most important and rewarding tasks.

"There is time for all your cooking,
There is time for all cleaning too,
There is time to keep good looking,
and to make your dreams come true.
There is time for care of children,
There is time for washing, ironing,
There is time for recreation,
If you wisely do your planning."

Author unknown

WHAT NEXT?

The next leaflet will be about communicating with the young child.
Contact the local Clemson University Cooperative Extension Service for information about parenting classes.

ADDITIONAL HELP AND RESOURCES

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LISTENING: COMMUNICATING WITH CHILDREN

LEAFLET 8 IN A SERIES OF 9

If a parent is asked if he communicates with his child, he will usually respond, "Sure, I talk to the child." The parent has probably hit the nail on the head with this answer. Unfortunately, the communication between parent and child is often one way, with the parent directing, correcting, nagging, reminding, threatening, and cajoling, lecturing, questioning, evaluating, probing, and ridiculing. If this is so, the child seldom has an opportunity to communicate his feelings or point of view. This leaflet will help you learn how to listen to children effectively as well as how to talk to them.

LISTENING TO EACH OTHER

Listening to children is one of the most important parts of communicating with them. Listening to a child makes her feel that speech is important, it encourages her to practice language skills, and shows her that she is cared about. When an adult turns away from a child and does not listen, the child feels unimportant and alone.

Adults are not very different from children. How can you tell when someone is not listening to you? Write your answer below.

WAYS TO LISTEN

- Maintain good eye contact.
- Avoid doing anything else.
- Avoid interruptions.
- Do not complete the child's sentences.
- Do not offer easy suggestions.
- Do not act like you already know about the problem.

STYLES OF COMMUNICATION

Most parents love their children, and as they should, most parents often tell their children that they love them. Nevertheless, sometimes the way parents communicate with a child all the rest of the time makes the child feel anything but loved. The following communication styles, which Dinkmeyer identified, probably do not communicate love to the child.

Commander-General Style - This parent allows no alternatives, keeps things well under control, and does not permit the expression of negative feelings. The message this parent gives to the child causes the child to feel resentful, rejected, and hostile. This style sends the message that only the commander-general has any rights and that the child has none. The commander-general uses threats and orders to keep things under his control.

Parent Psychologist - This parent tries to understand the problem by asking questions. He needs to find out all the details in order to set the child straight.

The Judge - This parent pronounces the child guilty before the verdict has been reached. She wants to prove that once again the child is wrong and she is right.

The Preacher - This style is also known as the teacher style. Lectures are given that often include moralizing about the issue. For example, the preacher might start with "you should...." or "you ought not to...."

The Cynic - The parent with this style uses much sarcasm to make fun or to belittle the receiver. For example, a parent might say, "that's great, son," when a child falls down. The tools of the cynic are name-calling, jokes at the child's expense, and hurt feelings.

You may be wondering why these styles of parenting are wrong. Your parents may have used one of them in rearing you and you turned out all right. The answer is that the above styles do not help the young child to become trusting, to have initiative to do things on her own, or to work hard at any project. For example, if your child breaks a cup, is it more helpful to call her careless and clumsy or to tell her where the broom and dustpan are?

In fact, these styles of communicating with children do not help a child improve any skill or learn to solve problems. Instead they will cause the child to feel inadequate and unacceptable. These skills may make an obedient child. Had you rather your child sit on the back row in the first grade class room with his thumb in his mouth because you used the above styles to make him obedient or had you rather he sit on the front row with his hand up, eager to answer the teacher's questions or volunteer for a task? This lesson will help you learn how to communicate with your young child without using any of the above styles. In the next section the reasons for communicating effectively will also be considered.

WHY DO PARENTS COMMUNICATE WITH THEIR CHILDREN?

Why is communicating with your child so important?

Researchers and child-rearing specialists tell us that parents have the responsibility of rearing children who will turn into capable adults. Communication is the means to do so.

Parents communicate with their child to:

- motivate the child to improve.
- encourage the child to learn how to solve her own problems.
- encourage the child to speak and increase her language skills.
- give the child experience in getting her point across.
- help the formation of the child's judgmental skills.
- enhance the child's self-concept.
- show the child that the parent understands what the child is talking about.
- let the child know that her feelings are okay.

FIVE MAIN LISTENING SKILLS

There are five main listening skills that parents can use to listen more effectively. They are:

1. Maintaining eye contact
2. Using attentive body language
3. Remaining calm
4. Recognizing and accepting the child's feelings
5. Giving positive feedback

MAINTAINING EYE CONTACT

Look directly at the child most of the time, glancing away once in a while so he will not feel that you are staring. Bend or squat down so your eyes will be on the level with the child's.

USING ATTENTIVE BODY LANGUAGE

To talk or listen to a child, lean slightly toward the child, placing your hands and arms on the side of you next to the child.

REMAINING CALM

Often, the hardest parts of listening is to stay calm. Try to focus on what the child did that has made you angry instead of being angry at the child. You might need to say to a four-year-old, "I am feeling upset. Please give me a few minutes to be alone." This will give you time to gain control of your anger.

RECOGNIZING AND ACCEPTING THE CHILD'S FEELINGS

When a child is upset and has a problem, one helpful technique is to simply describe how you think the child is feeling and encourage her to tell you if you are right. When a child is allowed to express bad feelings freely, they seem to disappear like magic. Hiding bad feelings is self-destructive. These feelings, if kept inside, can lead to self-hate, headaches, upset stomach, and violent actions.

A simple way to help a child get these feelings out is to fill in the blanks in this sentence:

You feel _____ because _____.

For example, "You feel *sad* because *your friend Mary is not here to play with today*." By telling the child how you think she feels and why, you show her that you are tuned in to her feelings.

FEELING WORDS

Look at the following lists of feeling words.

Positive Words

accepted	encouraged	delighted	proud
appreciated	excited	eager	relieved
better	glad	grateful	strong
capable	good	happy	loved
comfortable	adored	important	secure
confident	courageous	peaceful	

Negative Words

accused	disappointed	insecure	miserable
angry	discouraged	dissatisfied	put down
anxious	disrespectful	disgusted	rejected
bored	doubt	hurt	outraged
defeated	embarrassed	inadequate	weak
difficult	dishonest	incapable	

A word of caution - be sure that you listen to the child's words and that you observe his body language. Sometimes slumped shoulders can tell you more about what the child is feeling than his words.

OTHER EXAMPLES OF USING THE FEELING WORDS TO FILL IN THE BLANKS:

This:

"You feel *lonely* because *John had to go home and you are alone now.*"

Instead of this:

"You are such a baby. Why don't you learn to play by yourself?"

This:

"You are *mad* because *Sally broke your truck.*"

Instead of this:

"You shouldn't let the baby play with your toys. When will you ever learn to take care of your things?"

A word of caution - A parent can overuse this technique. It should not be used when the parent does not have enough time to listen to the child.

By starting the above process of recognizing and accepting the child's feelings early, you will be building a warm caring relationship. The child will come to realize that you are trying to understand him. By letting the child solve some of his own problems, you are building self-confidence in the child. Child thinks: "Mom must think I can solve this by myself. She gave me no orders or suggestions. Let's see what I can do on my own."

RECOGNIZING AND ACCEPTING FEELINGS

Directions: Change the remarks that the parent makes to ones that show that the parent recognizes and accepts feelings. Better responses are listed on the last page.

Child's Remark	Parent's Response	Better I
I don't like spinach, and I'm not gonna eat it.	You will at least take one bite of your spinach.	_____
I can't do it!	You can do it! Just try.	_____
I'm not gonna play with her anymore.	Just forget it. You will be over it tomorrow.	_____
She won't let me play.	Stop crying and play by yourself.	_____

DOOR OPENERS

Another way to help the child express herself more clearly is to use door openers. Examples are given below. Door openers are invitations to say more, to share ideas and feelings. They let the child know that you are really listening, are interested, that what she has to say is important, and that you respect what she has to say. Here are some examples:

- "Tell me more."
- "I see."
- "Oh."
- "Say that again. I want to be sure I understand you."
- "Mm hmmm."
- "No kidding."
- "How about that."
- "That's interesting."
- "Really."
- "Is that right?"

Door openers help a child learn to express her point of view, get her thoughts together, and have confidence in her ideas. Parents who use door openers with four-year-olds probably will not have children who are shy first graders.

GIVING POSITIVE FEEDBACK

Children thrive on positive feedback. Kind words bring happy results. They give the child more self-confidence, help him to behave better, to try harder, and to achieve more. Here are examples of positive feedback.

1. "I like it when you put your toys back in the box."
2. "You were nice to get up and give Mrs. Jones your chair."
3. "Thank you very much."
4. "That really makes me feel good."
5. "I am lucky to have you for a son."
6. "I love you."
7. "It makes me feel good to hear you singing."

Research indicates three things about positive feedback:

- Parents need to use it more often than negative feedback.
- Parents need to praise children for achievements.
- Parents need to let the child know that he is loved just for being himself. Positive feedback should be given at times other than when the child has accomplished something. Numbers 5 and 6 are examples. Or, "It is fun to be with you."

Record examples of the positive feedback you give your child/children this week in the blanks below.

CHOICES

Limit the young child's choices. For example, "Would you like to wear your blue shirt or your brown shirt?" not "Which shirt would you like to wear?" Children can begin to make decisions early, but more than two choices may confuse people under four years of age.

IDEA

Parents will be wise to make requests of children simple. Just as it is hard for an adult to remember directions to a place without writing them down, it is hard for a child to remember more than one request at a time. For example, if a parent tells a three-year-old child to put the toys in the box, put the cat out, and wash her hands, the child may just go out with the cat.

USING "I MESSAGES"

Another communication technique to use with children is to use "I messages." "I messages" are statements of fact. They tell the child how his behavior makes the parent feel. Believe it or not, often children do not know how their parents feel or know how their behavior affects others. Here are examples of "I messages":

"You messages"

You sure made a mess.
You're a pest.
You are stupid.
You got mud all over the kitchen floor.

"I messages"

I am willing to help you pick this stuff up now.
I don't feel like reading a story when I'm tired.
I don't understand.
I get upset when you put mud on my clean kitchen floor.

"I messages" give the child the responsibility to change his own behavior. For example a parent may say to her child, "I feel bad because the floor is muddy already and I just mopped it 10 minutes ago." A statement with this tone helps make the child feel responsible for cleaning his feet before coming in next time.

Rather than telling the child that he feels angry with the child, a wise parent will express to the child the emotion that came before the anger. For example, if Sally put extra things in the grocery cart when her parent wasn't looking, the parent could say, "I was embarrassed when I got to the check-out line to find extra items in the cart." It is not a good idea for the parent to tell the young child that the parent is mad or angry at her.

MARY AND THE CRAYONS

Read this story about Mary. Then, use "I messages" to improve the parent's response.

Three-year-old Mary wandered into her six-year-old brother's room and picked up his crayons. She made some marks on the sheet of paper on the floor and laughed with glee. Mary then decided to try the crayons on the white walls. She had created a large red spot when her Mother discovered her in action. Mary's mother said, "Look what you've done! I can't let you out of my sight for a minute. You're nothing but trouble. I'm gonna spank you."

Mary's mother had every right to be upset. But what did she really do with her comments? In a few seconds she had told Mary that she was not to be trusted and that she was trouble. Mary probably felt puzzled, afraid, and unloved.

Mary's mother did not mean to make Mary feel that bad. She was upset and wanted to make sure that Mary did not write on the walls again. She used "you messages." On the lines below describe a better way Mary's mother could have handled the situation. Use "I messages."

One parent would have responded in this manner: "I feel sorry that you have to clean the walls. Here is a pail with a cloth and water." Another said, "I will feel embarrassed when someone sees the red spot on the wall. We draw on paper, not on the walls. Come in the kitchen and I will give you some paper."

Practice using "I messages" on these two situations.

Your four-year-old son has left his tricycle in the driveway.

Your response: _____

Another parent's response - I feel bad when I have to stop the car, get out, and remove your tricycle from the driveway before I can drive into the garage. How can I help you remember to park it somewhere else?

Your three-year-old son keeps pulling the cat's tail.

Your response: _____

Another parent's response - I feel sorry for the kitty when you pull his tail. It hurts him just as much as it would hurt you if someone pulled your arm. I am going to put the kitty out for a while.

TIP

Wise parents will get the young child's attention before talking to her.

TEACH YOUR CHILD

Ask your three- or four-year-old to tell you about a trip he took without you or a story someone else read to him when you were not around. Listen as attentively as you can. Use "door openers."

SUMMARY

Try some of the listening and talking tips discussed in this leaflet with your child. It will not be easy to change old habits of communication, but practice makes perfect!

WHAT NEXT?

The next leaflet will be about how to get help when you need it.

Contact the local Clemson University Cooperative Extension Service for information about parenting classes.

ADDITIONAL HELPS AND REFERENCES

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Examples of Better Responses

(You do not like spinach because it has an unusual taste.)

(You feel afraid because you have never tried to climb the ladder to the sliding board.)

(You feel angry because Mary broke your truck.)

(You feel hurt because Sally won't let you play.)

SUPPORTS: SEEKING HELP

LEAFLET 9 IN A SERIES OF 9

Through the years people have depended on each other in times of need. Even though Americans have prided themselves in being self-sufficient, families and friends have reached out to each other in hard times. Families meet crises more successfully and recover from them more quickly when relatives, friends, and neighbors are available to support them. One study of young mothers (Colletta, 1981) found that those with high levels of support were more affectionate, closer, and more positive with their children. Those with low levels of support were more hostile, indifferent, and rejecting of their children. Mothers with good opinions of their partners felt less depressed and less stressed about their parenting situation according to another study (Myers-Wall, 1983).

This leaflet will help you learn how to solve problems, accept that everyone has problems, realize that it is okay to ask for help, learn where to look for help with problems related to parenting, and come to understand the importance of supports.

Today the advantages of contemporary living -- new experiences, greater self-reliance, and more independence from spouses, in-laws, and inquisitive neighbors -- may be outweighed by the losses of comfort and support from people who really care. In the place of close family and friends, agencies have become available to help those in need. The children in America are the future of our country. Do you as a parent have the right to ask agencies for help?

The United Nations Declaration of Rights of The Child

- The right to affection, love, and understanding.
- The right to adequate nutrition and medical care.
- The right to free education.
- The right to full opportunity for play and recreation.
- The right to a name and nationality.
- The right to special care, if handicapped.
- The right to be among the first to receive relief in times of disaster.
- The right to be a useful member of society and to develop individual abilities.
- The right to be brought up in a spirit of peace and universal brotherhood.
- The right to enjoy these rights, regardless of race, color, sex, religion, national or social origin.

What do you think of these rights? _____

If families and friends cannot ensure children all of these, should government help? _____

Why? _____

SOLVING PROBLEMS

List problems parents like yourself may have.

In the family situation, solving a problem must be approached in a calm, non-emotional, non-threatening environment. Those involved in the problem need to have input and be respected for their contributions. Following these steps will lead to more satisfactory solutions to problems.

1. Figure out just what the problem is. This means looking for the problem, not the results of the problem.
2. Brainstorm ways that the problem might be solved. Encourage all family members to brainstorm possible solutions. Build on ideas of others. Brainstorming is a way to identify and list all the solutions you and your family can think of, no matter how "way out" they may seem. At this point the idea is to see how many solutions can be generated. This step is not the place to judge the worth of any solution. That comes later.
3. Now, explore the solutions you have listed carefully. What resources are needed? What may happen if you choose this solution or that solution? Do you need to use parts of two ideas to obtain everyone's agreement?
4. Based on the judgement of those involved, choose a solution that all can support and live with. Remember that no matter how carefully you list solutions and seek additional information about a problem, you will never know everything about the solutions. At some point in time the family has to make the best decision based on what is known at that time. If you wait until you have all the facts, you will never get the problem solved.

BRAINSTORMING SOLUTIONS

Please take one of the problems you listed and brainstorm ways to solve it. Write down 10 ways in the spaces below.

Now choose the one solution that would have the best chance of working. The best thing to do with any problem is to go through the steps listed in "Solving Problems." One way to come up with a larger number of alternatives is to ask more people to help you think of solutions. Remember to use the process on your next problem.

FAMILY MEETINGS

Family meetings are good places to show your children how the process of problem-solving works. Even a four-year-old can begin to help with brainstorming. She may have some solutions that will not work, but her ideas may cause someone to think of a workable idea he would not have thought of otherwise. One word of caution—do not laugh at anyone's suggestions. You may squelch her contributions and you also run the risk of injuring her self-concept.

LIFE IS FULL OF PROBLEMS

Life is full of problems. What is the opposite of having problems? You are right. Death is the only way to be without problems, and most of us elect to keep the problems. Some people and families start through the problem-solving process as soon as a problem occurs. Other individuals and families feel sorry for themselves and do not attempt to solve the problem. We do not know what makes the difference, but we do know that children learn attitudes about life and about solving life's problems from their parents. Also, the family seems to be the only place a child can learn the problem-solving process we just covered.

ASSERTIVENESS

Today's society of institutions, bureaucracies, and authoritarian relationships may cause us to feel powerless and overwhelmed. The stress of the daily reminders of the impersonal nature of society—such as waiting in line only to be told we have to wait in another—can leave us feeling confused and frustrated. One way to respond to these demands is by verbal **aggressiveness** or attacking people. Another way is to react **submissively**—give up your own interests and allow other people to run over you without even a protest. The third way is to behave **assertively**—a way where you express and achieve your own wants and needs without violating the wants and needs of others.

What Does it Mean to be Aggressive, Submissive, or Assertive?

People act aggressively when they:

- intentionally attack, take advantage of, humiliate, hurt, or put down other people.
- behave as if others are not as important as they are.

People act submissively when they:

- allow or encourage others to take advantage of them.
- act as if other people are always more important by putting themselves down.

People act assertively when they:

- express themselves openly and honestly to communicate their wants and feelings without putting others down or discounting the wants or feelings of others.
- behave as if they believe that all people, including themselves, are equally important.

Let's take a look at some examples of aggressive, submissive, and assertive behaviors. How would you want someone to respond to you?

1. A neighbor comes uninvited to your door and wants to have coffee and chat. You are going out later and have planned to read a story to your child first.
 - (Aggressive) You scowl and say, "You've got to be kidding. Can't you see I have a million things to do?"
 - (Submissive) You are afraid to offend your neighbor, so you say, "Sure, come on in." You end up late for your other appointment and do not read to your child.
 - (Assertive) You say, "Gee I'd really like to visit with you, but I'm busy right now. Can we plan a time to get together later?"
2. You find that you have been short-changed after you leave the day-care center.
 - (Aggressive) Loudly demand the correct change the next day.
 - (Submissive) Forget about it and take the loss.
 - (Assertive) Explain that you think there has been an error, and show your change the next day.

How Do You Respond?

By now you probably can think of times when you have acted aggressively, submissively, or assertively.

There may have been times when you:

- wanted to talk to your child's caregiver about your child
- wanted to get rid of a door-to-door salesperson
- wanted to turn down someone's request to borrow something
- wanted to ask someone for something
- wanted to ask someone for a meeting or a date
- wanted to tell someone that their smoking or loud noise was disturbing you

These are just a few examples. Think of some situations you have been in. Decide whether your own behavior was aggressive, submissive, or assertive. Looking back, how could you have handled the situation more effectively? Think about it and write your answer here.

The Situation	How Did I React?	How Did I Feel?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

You have to practice being assertive in order to see that it really can work. By behaving assertively, you are more likely to get what you want and feel good about it. That can go a long way toward reducing some of the stress in your life.

IDEAS

Raising children is a tough job. No one can do it alone.

Asking for help is not a sign of failure. It is a sign of effective parenting.

SUPPORT IS THERE FOR THE TAKING. WHO IS ON YOUR LIST?

SUMMARY

All parents probably need help at one time or another. Friends, families, agencies, religious institutions, and self-made support groups are available. Often you need to ask. Of course, we always want to try the help that is at the end of our arms first. Americans take pride in being self-sufficient. We can organize support groups and make friends before a crisis comes. One way to do this is by helping others when they are in need.

ADDITIONAL HELPS AND RESOURCES

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OVERVIEW

LESSON 1 IN A SERIES OF 9

OBJECTIVES:

To build a safe classroom environment by:

- discovering the needs of the parents;
- informing the parents about the lessons and helping parents know what to expect from the series; and
- building enthusiasm for the classes.

Parents will:

- realize that they are their child's most important teachers.
- be able to determine the quality of parenting information.
- realize that they are the experts on their own children.
- choose the attributes they want their children to have.

MATERIALS

- Leaflet 1 for each participant
- Pencils
- Name tags

INTRODUCTION

I am _____, and I work with the Clemson University Cooperative Extension Service. I appreciate your presence at the first session of Parenting Renewal. Your presence shows that you care enough about your child or children to spend time improving your parenting skills.

Most of us do the best job of parenting that we can, given what we know. However, let us agree that there are no perfect parents and that we all make mistakes. These parenting classes will help us renew and update our parenting skills. That is why this course is named PARENTING RENEWAL. Even the experts do not know everything about parenting. None of us will know all of the answers, but all of us know some of the answers. In these sessions we will put together what all of us know and come out in the end with better parenting skills. Researchers know more today than in the past about which parenting techniques work best with children. I will share what I have learned through study and by being with children. I hope you will do the same.

PRETEST

- (Give pretest here.)

ACTIVITY 1

GETTING TO KNOW EACH OTHER

We need to know each other better before we can work comfortably together. Let me tell you one funny incident that happened to one of my children and me (or my friend and her child. *Insert a funny personal story here.*) Now will each of you give your name, the number and ages of your children, and share a funny incident if you would like to. *(If you have a large crowd you may not have time for the funny incident. Also, you may have to break the large group into smaller groups for this activity.)*

Let's make sure we know everyone's name. *(Have everyone sit in a circle. Ask the first person to give her name, the second person to give her name and the name of the first person. Then ask the third person to give her name and the name of the first person and the second person. State that this is a fun activity. Give praise to all who try. Assure anyone who is shy that it is okay to simply say "I pass." Avoid making participants feel bad; they might not come back for the next session. After you have called on everyone, ask if anyone would like to try again.)* Thank you for trying so hard to learn everyone's name. Names are important to people, children included.

How did you like that activity? Were you surprised that you could learn — names in one night? How did you do it? Why did you do it? Do people live up to other people's expectations? *(Make the point that adults and children usually try to live up to the expectations other people have of them.)* What if I had started by saying, "I'd like for you to learn everyone's name tonight, but I know that is more than you can do!"

YOU ARE THE EXPERT ON YOUR OWN CHILD

Everybody is quite generous with opinions about how to be a parent. Often you get this information without even asking for it. Each expert claims to have at least some of the answers to child-rearing problems. You cannot follow what every expert advises because some of the information is conflicting. The question is, how do you know to whom you should listen? There is one principle to remember: You are the expert on your own child. The decision on what to do and whose opinion to follow lies with you. You can choose to listen to any advice you wish. Or you can decide which advice to put into practice depending upon your values, your child's personality, and your unique situation. In the end you have to use your own judgment, and that is good because you know your child better than anyone.

IT BEGINS WITH METHODS

Most parents learn about being a good parent from their own childhood experiences and from reading. This can tell which parenting information to listen to? One authority in family life (Myers-Walls, 1989) gives the following guidelines for judging information about parenting:

1. Remember, your child needs. For example, just because the information you are reading implies that all children need more responsibility does not mean that yours does. Your child may need what the information recommends if:
 - You have talked about the problem before.
 - The information makes you feel guilty because of your own expectations, not because of what someone else expects.
 - The family described is like yours.

2. Shop for good-quality information. After you decide that you do need some help with a problem, look for information that you can rely on. Consider:
 - The source of the information. Have you received useful information from this source before? If they claim to have all the answers, watch out!
 - The reliability of the statistics. Do they sound reasonable to you? Check your local library for information about sources, for example, W.A. and L.S. Katz's *Magazines for Libraries: For the General Reader*.
3. Use the information in the best way to suit your own life.
4. Involve the family members affected by the change.
5. Write down what you are going to do differently and be as specific as you can.
6. After you have used the new technique for a while, ask yourself if it has improved the situation. If it has not, make another change. What you feel comfortable with is the best approach for you and your child.

ACTIVITY 2

WHAT MY CHILD DOES WELL AND WHY

In groups of four we will share some information about our children. *(Divide group by counting off.)* Please take turns and share with the members of your group one thing that your child does well. Tell how you taught this. *(Allow time for this to happen. Call group back together and ask if anyone would like to share with the whole group. Make the point that you are pleased that the parents are willing to share with each other.)*

ACTIVITY 3

CAN YOU "GROW" AN IDEAL CHILD?

Look at the list of attributes people value in Leaflet 1. Draw circles around the 10 you would like your child to have when he* is 12 years old. *(Allow time for participants to do this part of the activity.)*

Adventurous	Creative	Honest	Polite
Assertive	Curious	Independent	Responsible
Broad-minded	Efficient	Intelligent	Self-controlled
Capable	Forgiving	Kind	Sympathetic
Cheerful	Funny	Loving	Tolerant
Clean	Generous	Obedient	
Courageous	Helpful	Persevering	

Now put these 10 in order of importance. Place number 1 by the most important attribute you would like your child to have. Place a 10 by the one of the 10 that is least important to you. Place a 2 by the second most important one, 3 by the third most important one and so on. There is no particular right order. Just

* The pronouns "he, she, him, her, his, hers" are used throughout the lessons interchangeably. Statements are equally applicable to a child or parent of either sex.

decide what you would like. *(After time has been allowed for this part of the activity, ask partners to share what they think an ideal child is like with the group of four.)*

- Most of us have an idea of what we think an ideal person is like.
- Not everyone agrees on the attributes an ideal person has.
- Can parents raise an ideal child?
- What are other influences on the child?

HOW DO "IDEAL CHILD" VALUES DETERMINE PARENTING BEHAVIOR?

Read the examples of how values determine parenting styles in Leaflet 1.

1. Mrs. Johnson values physical fitness and good health. She takes her baby to an infant stimulation class and gives her baby age-appropriate exercises. She reads medical and health books, sees that her baby is getting the right food and health care, and takes her baby with her when she goes for her daily walk.
2. Mr. Jones wants his children to appreciate the outdoors and he wants them to be independent. He takes his four-year-old camping and longs for the day when she can join scouts and a 4-H club with camping programs. He remembers his childhood camping experiences favorably. He enjoys teaching his four-year-old to prepare simple foods now and to do other simple things for herself.
3. Mrs. Roseman values education above all else. She feels that an educated person can get ahead in the world. She watches the news and discusses it with her children at meals. She requires that each older child study or read for an hour each week night. She spends hours talking to her baby about what the baby is interested in at the moment—her toes, for example. Mrs. Roseman knows that language development is essential for success in kindergarten, so she reads to her three-year-old every day.

How do the values you have for your child influence what you do as a parent? In Leaflet 1 there is a place to write your answer. Please do so now. *(After a few minutes, ask if anyone is willing to share what they have written.)*

OVERVIEW OF LESSONS

In the introduction, I suggested that research does indicate some ways that parents of young children can help the children to grow up to be competent adults. Two years ago in South Carolina, all types of people came to meetings conducted by the Cooperative Extension Service to help identify problems in South Carolina. Some of the problems identified most often were teen pregnancy, drug and alcohol abuse, the high number of people in prison, school dropouts, the number of people on welfare, child abuse, and the disunity of families. A special team of county agents and state Extension workers studied research on programs that had been successful in solving these problems in other states. This team discovered that a person's parents have more to do with how a person turns out than does any other person.

The team members put together the evaluation results of other programs and the research on how people are affected by their parents. They discovered that the most critical years of development for a child are the years before the child is five. The Parenting Renewal Program for parents of children birth through four is the result. The session topics are:

- Overview of the Program
- Readiness: Guiding Development

- Esteem: Facilitating a Healthy Self-Concept
- Nutrition: Developing Good Food Habits
- Empowerment: Achieving Self-Discipline
- Wellness: Keeping Children Healthy and Safe
- Adaptability: Coping with Parenting
- Listening: Communicating With Children
- Supports: Seeking Help

The first letters of the titles of Lessons 2 through 8 spell "RENEWAL."

SUMMARY

In each session you may see a film, participate in group discussions, or hear short lectures. There will be some simple assignments. In the nine sessions, you will learn how to:

- Enhance your child's physical development
- Help your child with language development
- Help your child grow into a competent adult
- Communicate with your child
- Use firm instead of harsh discipline
- Help your child have a healthy self-esteem
- Keep your child healthy and safe
- Give your child adequate nutrition
- Cope with the stress related to parenthood
- Ask for help when you need it

You are your child's most important teacher. Together we can learn and share parenting techniques. As a result we can grow and develop new skills.

ADDITIONAL HELPS AND REFERENCES

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READINESS: GUIDING NORMAL DEVELOPMENT

LESSON 2 IN A SERIES OF 9

OBJECTIVES

Parents will:

- gain insights into generalizations about the development of the young child between birth and four years of age;
- be able to determine behavior appropriate for certain ages; and
- gain skills in applying child development generalizations to nurturing the young child's growth.

MATERIALS

- Leaflet Number 2 for each participant
- Bananas (or other items listed in Activity 1)
- Chalkboard and chalk
- Pencils
- Small crib mirror (optional)
- Human face shape (optional)
- Example of safe crib mobile (or infant (optional))
- Other stimulation items (optional)
- Name tags

INTRODUCTION TO LESSON

Welcome to our second Parenting Renewal class. Your presence here shows that you care about your child. Young children, like plants, will grow on their own. But children, also like plants, will flourish best under certain nurturing conditions. The two purposes of this lesson are to help you understand normal development of a child and to help you learn what you can do to nurture this development so your child will become a capable adult.

Extension

Cooperative Extension Service
Clemson University

ACTIVITY 1

INTRODUCTIONS AND SHARING TIME

To work as an effective group, we must get to know each other better. At each class meeting we will begin with an opportunity for interaction. The first activity today will allow us to share happy childhood remembrances. Please remember the number I give you. *(Count the number of people. Divide the number. For example, if you have 20 people and divide that number in half, you would get 10. Number the people to 10 and then start over with one. This way you can get the ones together, the twos together, the threes together, and so on, and everyone will have a partner. If there is an odd number, you can be a partner to someone.)* Please sit with the person who has the same number that you do. *(After the partners settle down, continue.)* Take turns and share three things with your partner: your name, names and ages of your children, and a happy memory of your own childhood. *(Allow a few minutes for this sharing time.)* You seemed to enjoy that. I appreciate the fact that you are helping make this a good class by participating so eagerly. Your enthusiasm is contagious.

ACTIVITY 2

UNIQUENESS OF CHILDREN

We will have a quiet activity now. The rule is that no one may speak until I give a signal. Please come up and choose one banana (*shells, flowers, or apples may be substituted*) and return to your seat. Will you come and you follow her. *(Call names of two people to start coming up. Wait until everyone has chosen a banana and returned to their seats to begin speaking again.)* Now look carefully at the banana you have chosen. Study it for three minutes. Notice any peculiar marks, indentations, coloring, or shapes. Get to know your banana well. *(After allowing time for parents to study their bananas, ask them to quietly come and put their banana back in the basket. Then mix the bananas up.)* Please come back and see if you can find the banana you had. *(You may need to encourage the parents to try to do this. Wait until everyone has found the banana he chose the first time and has returned to his seat.)* These objects are all bananas, but each is different from another. The little differences cause no major problems in the purpose or function of the fruit. The uniqueness of each item of creation is special and helps distinguish one from the other. The smaller bananas may be sweeter; the less colorful ones may have a better flavor. So it is with children.

Please help list some ways in which children are different. If you call out the ways, I will write them on the chalkboard. *(Make a list. Some examples are size, intelligence, coordination, dependency, temperament.)* Differences are okay. If all children, or all adults for that matter, were alike it would be a dull world. The challenge is to love children and appreciate their differences.

FIVE UNIVERSAL LAWS ABOUT HUMAN GROWTH

In spite of differences in children, there are some truths about human growth. Let us read and discuss the truths in the Leaflet 2.

1. The child wants to grow.
2. Growth has directions.
3. Growth has order.
4. Each child is an individual.
5. Growth is uneven.

FACTS ABOUT THE DEVELOPMENT OF CHILDREN

Developmental tasks arise during certain periods of a person's life. Accomplishing the task at hand makes the individual confident and able to go on to more difficult tasks.

There are some facts about the development of children that parents need to know. You can follow in the leaflet if you would like. Please feel free to ask questions as we go over the facts. After we have discussed the facts, we will complete a group activity.

1. No two babies or children are alike; yet each follows the same general pattern of development (growth).
2. The head is the largest and most developed part of the infant's body. Head and neck control exist long before walking or sitting.
3. The trunk of the body develops before the arms and legs.
4. Infants can swing their arms before picking up small objects with their fingers.
5. Babies and children learn skills only if they get a chance to practice them. For example, children will learn to speak only if they hear speech.
6. Most children develop faster in some areas than in others. For example, a child who walks early may not talk as early.
7. At birth, all 20 of the baby teeth are developing. The first baby tooth usually appears during the seventh month. A baby with a tooth should not sleep with a bottle in his mouth as it may cause damage to the teeth. The sugar in the formula or juice rests in the infant's mouth while the infant is sleeping and may cause decay. Dentists recommend cleaning an infant's teeth with a sterile gauze pad or a clean wash cloth. Most of the baby teeth are cut during the second year.
8. A newborn can see light, dark, and color. She can see them best if the object is between 8 and 12 inches away. An infant of three months enjoys looking at real faces, reflections in mirrors, and moving objects. A little later she enjoys watching other children.
9. A newborn can taste, see, smell, and hear. It is believed that infants can be soothed by such sounds as the soft singing of a lullaby. This resembles the sounds heard in the mother's body. By three weeks babies know that certain voices go with certain people.
10. A baby is born with certain reflexes. Many of these will disappear before six months.
 - **Rooting reflex.** When the cheek of an infant is touched, he will automatically turn his head toward the touched cheek with his mouth wide open.
 - **Sucking reflex.** The infant will automatically begin to suck when an object touches her lips.
 - **Grasp reflex.** When an object is placed in the infant's palm, he will automatically close his hand around it.
 - **Babinski reflex.** When the foot of an infant is tickled, her toes will automatically fan out.
 - **Embrace reflex.** When the infant is startled, he will automatically cry, throw his arms outward, and then bring them together toward the center of his body as if to embrace an invisible object.

11. By the time a child is a year old, she will be able to express joy, anger, fear, affection, curiosity, and anxiety. The early experiences of infants, toddlers, and preschool children will affect the kinds of social and emotional behaviors they will use as adults.
12. The best way a parent can help with language development is to talk to the baby about what the baby is attending to at the moment; for example, his hands or the parent's face. If a parent has been talking to the baby all along, the baby can probably understand the meaning of some words at about six months.
13. Scientists now think that the time from the baby's 8th month until the 20th month is the most critical developmental period. During this time, parents can do many things to enhance the child's development.

ACTIVITY 3

WHAT HAVE YOU LEARNED

Please work with your partner on Activity 3 in the leaflet. (Allow a few minutes to complete this activity. Go over answers with the group. Conduct a discussion about the true/false items.)

Directions: Circle "True" or "False."

- True False 1. All children follow the same general pattern of growth.
- True False 2. At birth the trunk of an infant is the most developed part of the body.
- True False 3. Development of an infant goes from head to body, to arms and legs, to fingers and toes.
- True False 4. Babies and children will not learn a skill unless they are allowed to practice it.
- True False 5. A newborn can taste, see, hear, and smell.

Answers: 1-t, 2-f, 3-t, 4-t, 5-t.

Tell one thing that you learned. Do you learn more easily working with someone?

NURTURING CHILDREN

A child grows best when two adults are "head over heels" in LOVE with him. This may be true because, when one adult grows tired, the other can take over the parenting role for a while. Consistency of caregiver is essential to a child's development. A child's sense of trust is harmed when too many different people take care of him.

A child grows best when the home in which he lives is ORGANIZED and has a CONSISTENT routine.

A child under eight months grows best when all his NEEDS ARE MET. He learns trust when they are met. Wise parents do not worry about spoiling an infant. There is no need to attempt to set limits before eight months. Discipline will be covered in another lesson.

A child grows best if he is not forced to do things for which he is not READY.

A child grows best if he is allowed to EXPLORE in a SAFE environment. Children kept in play pens can not grow as fast intellectually as those who have the freedom to crawl around and look at, feel, touch, see, and hear different objects. Of course, parents must be aware of dangerous things and remove them from the child's reach.

SPECIALIZED LEARNING is not a good idea for children under four. If a child is forced to learn to read, take music lessons, take gymnastics, or take swimming lessons this early, he may learn to do those things. However, some other part of the child's development will suffer.

PICTURES OF GROWTH AND DEVELOPMENT

Look at the pictures of growth and development on pages 8 thru 10* These pictures are divided into the following types of growth:

- Control of Body
- Control of Arms and Legs
- Language
- Sleeping
- Toilet Training

*Reprinted from *Picturing Development*, U.S. Department of Health and Human Services.

Compare the tasks of children for each age group. The first row of pictures in each type refers to the growth of infants, the second row refers to toddlers, and the third row to preschool children.

Locate your child on the pictures. Keeping the generalizations we discussed earlier in mind while we look at the pictures, please answer some questions. What would you do and how would you feel if:

- Your baby was not standing by one year?
- Your two-year-old used complete sentences?
- Your baby could not hold a cup by six months?
- Your baby did not turn his head toward a noise at eight months?

What can be concluded from the answers to the above questions?

(Answer - As long as a baby or a young child is developing in the right order, it does not really matter if he is a little slow or a little fast in one area. A wise parent will become familiar with the order of development of infants and young children and will not be upset if the infant or young child cannot do things beyond his developmental stage. Neither will a wise parent think his child is gifted just because the child is early in one area of development.)

ACTIVITY 4

NORMAL DEVELOPMENT

What have we learned? Complete the Activity 4 called NORMAL DEVELOPMENT in the leaflet. You may work with your partner again.

Directions: Place a check beside the best answer.

1. Donna is three months old and is developing normally. One can expect her to:

- A. Stand alone.
- B. Put one block on top of another.
- C. Cut paper in a straight line.
- D. Understand what "no" means.
- ...x... E. Look at and play with her hands and toes.

2. Sam is one month old and is developing normally. One can expect him to:

- ...x... A. Lift his head from time to time.
- B. Roll over completely.
- C. Notice his wet diaper.
- D. Move arms and legs to help you dress him.
- E. Find a hidden toy under a cloth.

3. Harry is 18 months old and is developing normally. One can expect him to:

- A. Jump with both feet in place.
- ...x... B. Throw a ball.
- C. Be toilet trained.
- D. Make up simple rules for a game.
- E. Have special friends of the same sex.

4. Betty is two years old and is developing normally. One can expect her to:

- ...x... A. Almost dress herself.
- B. Tie her own shoes.
- C. Enjoy jokes.
- D. Copy letters.
- E. Jump rope.

MAKING SPECIAL TIME FOR YOUR CHILD

Busy parents can encourage the young child's development by sharing in the child's excitement as each new learning is accomplished, by providing new experiences for the child, and by talking to the child. It is not necessary to make special time to teach the child. Instead, a parent can involve the child in the normal routine of the household and talk to her as the parent and child do things together. For example, while chopping up a cabbage for coleslaw, a parent and child can talk about shades of green, dividing things in half and quarters, where cabbages come from, how they grow, what a farm is, how to use knives safely, and all the ways cabbage can be cooked. Can you think of other things to discuss while chopping a cabbage? What about while sorting the laundry?

STIMULATING DEVELOPMENT

Here are some inexpensive items to keep your baby/young child from getting bored.

- Before eight months - small mirror; the shape of a human face, pattern included in this lesson; firmly mounted crib mobiles
- 8 to 14 months - plastic keys; nesting toys; large plastic balls, 12 to 15 inches in diameter; books with stiff pages; telephones; walker; toys with on and off switches; toys or cabinet doors with hinges
- 14 to 24 months - small objects, none smaller than 1 1/2 inch in any dimension, that can be put into a larger container; large plastic balls; many books; small wagons; empty boxes of all sizes and shapes; pouring pails
- 24 to 36 months - blocks, simple puzzles, clay, homemade musical toys, large crayons, chalkboard
- 36 to 48 months - puppets, costumes, play money, trucks, cars, trains, construction toys

IDEA

You are the most important teacher your child will ever have. A wise man once said, "The three best ways to teach a child are: example, example, and example." In other words, you teach your child by being a loving, competent, and confident parent.

ACTIVITY 5**HOMEWORK**

Ask your three- or four-year-old to set the table. Use plastic or paper plates and set one place setting for your child to use as a guide. Give praise for getting the forks on the correct side, for example. This activity helps the young child learn to sort, sequence, and pattern.

SUMMARY

Each child develops at a unique rate. She thrives on experiencing her parents' joy at each new task she accomplishes. Enjoy your child as she learns to turn over, then crawl, then stand, then walk. Let her spend the first four years learning about the world. Provide interesting, safe experiences to enhance her learning. Go gently, though, and do not push her beyond her capabilities.

ADDITIONAL HELP AND REFERENCES

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Barbara Lewis, C.H.E., County Extension Agent

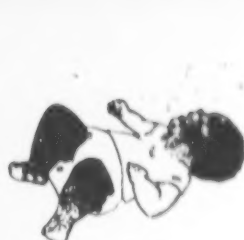
Linda McCorkle, County Extension Agent

Sara Ayers Bagby, Ph.D., C.H.E., Assistant Director of Extension-Home Economics, Adviser

Language

Parenting Renewal

Infant



Cries and makes throaty noises



Babbles back and forth with adults



Says mama and dada without knowing what words mean



Names a few people and objects

Toddler



Knows many words



Likes to name things



Practices talking when alone



Uses two to three words together

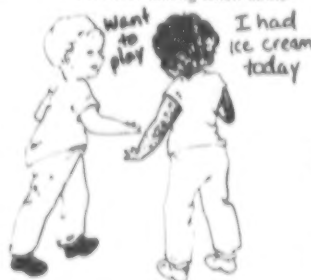
Preschooler



Learns words quickly



Uses complete sentences



Takes turns speaking but doesn't stick to topic



Still uses lots of 'private' words

Sleeping

Infant



Wakes only for meals



Stays awake for longer periods



Sleeps all night



Takes two naps a day

Toddler



Takes one nap a day



May have trouble going to sleep alone

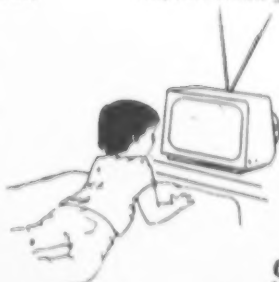


Might rest or play during nap time

Preschooler



Doesn't like naps, but needs rest



Tries to put off going to bed



Dreams often wake child up



Might need to get up at night to go to toilet

Control of Body

Infant



Holds head up



Rolls over



Sits up alone



Creeps on all fours

Toddler



Stands up



Walks



Creeps up steps

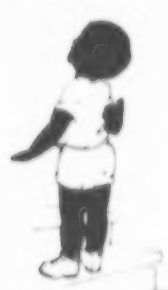


Runs easily

Preschooler



Jumps with both feet in place



Walks up stairs one step at a time



Can ride a tricycle



Hops on one foot

Control of Arms and Legs

Infant



Can let go of object on purpose



Hands form fists, arms and legs move all around



Bats at object with fist



Reaches and grabs object with open hand

Toddler



Can put one block on top of another



Throws ball



Turns pages of book



Kicks ball

Preschooler



Can make tower of blocks



Can use arms and legs without using whole body



Learns to use scissors



Builds complicated buildings with blocks

Toilet Training

Infant



Urinate every few hours



Usually has bowel movements after meals



Stops activity when having bowel movement



Notifies wet pants

Toddler



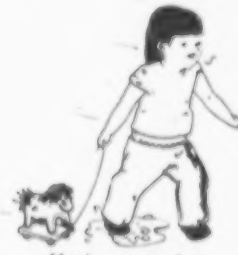
Looks at and touches waste products



Has bowel movement in toilet with help



Knows ahead of time when to go to toilet, sometimes tells adult



May be interested in using toilet, but often has accidents or refuses to go

Preschooler



Gets used to regular toilet times



Can decide to go to bathroom by self, needs help undressing and wiping



May want privacy and no help



Directions: Glue this figure to cardboard and cut out the shape of the head. Attach to the baby's crib, out of the reach of the baby. Babies enjoy looking at the shape of the human head.

ESTEEM: FACILITATING A HEALTHY SELF-CONCEPT

LESSON 3 IN A SERIES OF 9

OBJECTIVES:

- Parents will:
- understand the importance of a child's self-concept.
 - learn how to help their child have a healthy self-concept.

MATERIALS

- Sheets of paper
- Copies of Leaflet 3 for each participant
- Pencils
- Tape
- Name tags
- Magic markers

ACTIVITY 1

SHARING TIME

Find another parent in the group who has a child as near the same age as your child or children as possible to be your partner. *(Allow time for this to happen.)* Share with that person experiences from the homework. What questions do you have about the assignment? Would someone who was successful with the assignment share with us what happened? *(Allow a few minutes for discussion.)*

INTRODUCTION

How great it would be if parents had just one goal for children! Believe it or not research indicates that there is one specific parenting goal that guarantees that a youngster will grow into a competent adult. The goal is that the child will have a high self-esteem, sometimes known as a good self-concept. The child's self-concept is the way he feels about himself. Children with a strong sense of self-worth are physically healthier, are motivated to learn, get along better with others, are more able to tolerate frustration and ambiguity, are more creative, tend to be leaders, have more energy, and are not easily discouraged. Furthermore, when they become teens, their inner self confidence makes them less likely to use the escapes of drug abuse, sexual promiscuity, or neurotic defenses. So building a good self-concept in a child is not a side issue. It is the issue!

Look in Leaflet 3 to find three levels of self-esteem:

- High self-esteemers
- Mid self-esteemers
- Low self-esteemers

(Give out copies of Leaflet 3.)

9.

High self-esteemers have self-confidence and do all right in most every respect. They know that they are lovable, worthwhile, competent, and responsible.

Mid self-esteemers live with self doubt. They are not sure of themselves and act as if they have to prove themselves to others. They are usually "driven" with type "A" personalities. They may be perfectionists. They work hard and they work all the time.

Low self-esteemers are sure that they are personally inadequate. They hate themselves. Life is so painful that as adults they may turn to choices that numb the pain, such as alcoholism, overeating, gambling, and promiscuity. The need to escape from the pain of self-hate is all important. Often the depression is so great that the low self-esteemers may brag on themselves to put up a fake front. People do not spend time telling others how terrific they are if they live with inner confidence. It is hard to convince people who reach adulthood in this category that they are worth anything.

HOW CAN PARENTS HELP A CHILD BUILD A HIGH SELF-ESTEEM?

Simply put, a child gets her self-esteem (self-concept) from the messages others give her about herself. If you tell a child long enough, or insinuate often enough, that the child is dumb, stupid, or even slow, that is the way the child will feel. The younger the child is, the more she believes the messages other people give her. She believes that her primary caregivers make no mistakes. She does not question what is reflected to her by others.

Fortunately the self-image of a child is still flexible. If a parent has been giving messages to a child that injure the child's self-concept, the parent can start giving positive messages and change the child's image of herself. It can also go the other way. If a parent starts to cut the child down, the self-concept can be lowered.

The parent is not the only person to affect the child's self-image. Everyone a child comes in contact with gives some message to the child. It could be a verbal or nonverbal message about the child, such as a frown.

ACTIVITY 2

JIM'S STORY

I want to read a short story about the development of a child's self-esteem. First I would like you to write IALAC in large capital letters on a sheet of paper. (Give out sheets of paper and magic markers.) IALAC stands for "I Am Lovable And Capable," which is what we want our children to be. I would like you to tear off a piece of the paper each time you hear a statement that tears at the child's view of himself as lovable and capable. Ready?

Jim is four years old. He wakes up feeling pretty good about himself and the world in which he lives. He lies in bed just a little longer after his mother calls him to breakfast. He is looking at the beautiful redbird in the tree outside his window. All of a sudden his older brother comes in, hits him with a towel, and says "Get up, lazy bones."

There are no clean clothes in Jim's drawer so he puts on the ones he wore yesterday. When he arrives in the kitchen he says, "Hi" to his mom. She says, "Hurry up. You are going to make me late."

While he is trying to hurry up and eat his cereal he accidentally knocks over his glass of milk. Jim's dad says, "You have not learned to be careful yet. What are

While waiting for a ride to the day-care center, a six-year-old calls him a baby and makes fun of the shirt he is wearing. "That must be your brother's shirt. It is too big for you."

At the day-care center the day-care worker will not let Jim play with the toy he wants to. "You had it yesterday," she says. "Let someone else have it today. You do not want to be a hog, do you?"

When the children go out to play, Tommy comes up to Billy who is playing with Jim and takes Billy away to look at something on the other side of the playground. Jim is not invited to go.

Later Jim trips over a ball, falls down, tears the leg of his pants, and cries. The day-care worker calls him a baby. The other children laugh at him and call him "baby," too.

Jim's mom is late and he is the last one to be picked up at the day-care center. She sees his torn pants leg. "Oh no, your best pair of pants!" she exclaims. "Can't you ever learn to be careful?"

At supper Jim tries to talk to his brother and his dad yells at him, "Can't we have any peace at the table? Be quiet and let your mother talk."

When Jim tries to carry his plate to the kitchen his dad takes it out of his hand saying, "Here, let me take that. You might drop it and break it."

After supper Jim goes to his room and does not bother anyone else.

Now please reconstruct the piece of paper with tape. How do comments tear down? How can a parent avoid these comments? How can a parent help a child repair his self-image? Professionals believe that if a child hears primarily negative messages about himself over a long enough time the child will always have emotional scars. Was it easy to repair your sheet of paper?

WAYS TO TELL HOW A CHILD FEELS ABOUT HERSELF

A child who feels good about herself has:

- a happy facial expression
- an easy, alert body posture
- no nervous habits
- an acceptance of others
- an ability to face new situations easily
- an ability to handle angry, unhappy feelings

A child who does not feel good about herself may have:

- a sad or angry expression
- slumped or tense body posture
- insulting language
- nervous habits
- feelings of fright over new situations
- angry and unhappy feelings

HOW CAN YOU LET YOUR CHILD KNOW THAT YOU LOVE HIM?

In his chart of human needs, Dr. Abraham Maslow places love right above the needs of food, shelter, and clothing. It is only after these needs and the need to be cherished (*loved*) by someone have been met that a child can begin to move up the levels on the chart. The first level of physical needs refers to safety and things like being able to breathe. (*Point out the chart in the leaflet.*)

SELF ACTUALIZATION
ESTEEM
LOVE
FOOD, SHELTER, CLOTHING
PHYSICAL NEEDS

How many of you love your child/children? (*Wait for participants to raise hands.*) That is not the important question. This is. Are you sure that your child knows without a single doubt that you love him? Does he feel and experience your love? The truth is that your success as a parent depends on whether or not your child feels your love.

How can you let your child know that you love him? One way is to keep all your promises--every single one of them. Another way is to tell the child the truth. For example, you may have to say "Yes, I feel bad about something I am not able to tell you about right now." But do not say, "Nothing is wrong," as you lie around and sulk. Your body language must match what you say.

Your child will feel your love when you set limits for his behavior in a firm and kind manner; when you apologize to him for your mistakes--and you will make mistakes; and when you have genuine fun with the child. This means fun with the child, not at the child's expense.

Pay attention to the child. At least once every day look at the child as if you were seeing him for the first time. Come to appreciate his uniqueness. Appreciate all the ways he is just like you and all the ways he is his own self. Focus on the child and learn to communicate love with a smile each time your eyes connect. A smile says "You are worthwhile," and "I like and love you."

Correct your child when he needs it, but judge the behavior, not the child. *Separate the behavior from the child.* Here is an example. It is good to say, "Tom, I love you, but I do not like what you are doing. When you put food in your mouth and then talk with your mouth full of food, it does not look nice and I cannot understand what you are saying." The child is not a finished product yet. Remember to avoid the labels of slow, stupid, crazy, or dumb. Never, never label your child with these words.

Show love to your child by helping him become competent. Here is an example of how a parent instilled a sense of self-worth in his child.

Four-year-old John is in the basement hammering nails into a lopsided box. Nails are all over the floor and the ones sticking out of the box are crooked and uneven. John's father passes by without saying anything. John's father could have reduced John's confidence by taking over. He could have said, "Son, you are making a mess. Here, let me do it for you and show you how." (A participant may wonder if a four-year-old might not get hurt with a real hammer. The answer is that a finger will heal faster than an injured sense of competence.)

ACTIVITY 3**DEVELOPING THE SELF-CONFIDENCE OF THE FOUR-YEAR-OLD CHILD**

A parent can find many ways to help the child feel successful. With your partner, make a list of things a four-year-old child can do to help her sense of competence. (*Measure with measuring cups and measuring spoons; help put the groceries away; pour her own milk or juice; make a peanut butter sandwich; wash and dry dishes; count the plates, knives, and forks; set the table; fold the napkins; be responsible for a pet; grow a sweet potato; wash windows; get the mail; answer the phone; tell you about a story she has seen on TV or had read to her; pick flowers and arrange them in a vase; bathe herself; garden.*) How many things did you list? Let's put the list together and see how many we have. (*Ask someone to put his list on the board and add the others.*)

DEVELOPING THE SELF-CONCEPT OF AN INFANT

A baby under eight months must have his needs responded to if he is going to grow up with a healthy self-concept.

SELF-FULFILLING PROPHECY

In a famous experiment a teacher was told that certain children in her classroom had scored especially high on an IQ test. Actually, the names of the children had just been drawn out of a hat containing all the children's names. Which children do you guess made the highest grades at the end of the year? Right. It was those children whom the teacher was told made the highest scores on the IQ test. Why? (*Somehow the teacher communicated her expectations to the students and they lived up to them.*) This study has been repeated over 300 times with a wide range of people. The results have held up. You get what you expect.

ACTIVITY 4**WAYS TO LET YOUR CHILD EXPERIENCE LOVE**

We will summarize on the chalkboard some of the ways you can let your child experience your love. What is one way a child can feel parental love? (*Write down responses as they are given. Here is a sample list. If these ways are not mentioned, you need to add them. Keep promises, tell the child the truth, set limits kindly and firmly, apologize when you are wrong, have fun with the child, focus on the child, and avoid labeling the child in a negative way.*)

PRAISE

There is a trick to praise. It is true that every child needs praise. But a sure way to give your child a low self-esteem is to make him feel that he is loved only if he achieves or is good. You must let him know that he is loved unconditionally. Brofenbrenner, a noted psychologist, believes that each child needs at least two adults who are "crazy about him" no matter what the child does. Otherwise the child may not be able to become a competent adult. Right now you can probably think of two adults whom you knew were crazy about you when you were growing up.

HELPFUL CRITICISM

Sometimes a child must be corrected. Just as with praise, there is a helpful way to give criticism. Helpful criticism describes what a child did wrong, how it affected others, and how it could have been done. Some examples follow:

Sam takes a toy away from his friend who is visiting. Sam's father who has been watching says, "Sam, you are selfish. When will you ever learn to share your toys? Give it back to him right now before I give you a spanking."

Sam takes a toy away from his friend who is visiting. Sam's father who has been watching says, "Sam, when you don't share your toys with your friend, you cannot expect him to share his toys with you." In a few minutes Sam gives the toy back to his friend.

In which episode was Sam's father using helpful criticism, the first or the second? Why is the second helpful and the first not? (*In the second one, Sam's father told him what the effect of his actions would likely be.*)

Another example of helpful criticism which teaches responsibility:

Margie, the plate broke because it was too heavy to carry with one hand. Now you see why I asked you to put it down. That was the plate Grandmother gave me one Christmas and I am feeling sad that it is broken. Well, you can get the broom and dust pan and start cleaning up.

COURAGE

If you have a child who never makes a mistake, you have a measure of the courage of that child (*Dinkmeyer, 1976*). A child who is afraid to try new things may be afraid of the criticism that comes with failure. Wise parents will encourage their children to try new things and will teach them that failure is often necessary for learning to occur. Sometimes we learn best from mistakes.

TIPS

Do not criticize or discipline your child in front of others. Be sure to point out her strengths when she is alone and also in front of others.

Help your child develop at least one mutual friendship where both of the children gain equally from the friendship.

ACKNOWLEDGING YOUR CHILD'S FEELINGS

Most of us like to be heard and understood. A child has a right to his feelings. In the lesson on communication, we will find a fill-in-the blank sentence to show the child that you understand his feelings and that his feelings are okay. Your child's feelings do not have to be the same as yours.

ACTIVITY 5

WHAT WOULD YOU DO?

In the leaflet there are three situations. Working with your partner, tell how you would respond to the child in each situation in such a way that the child's self-confidence would be improved or at least not injured.

Three-year-old Tommy is learning how to dribble the basketball. His friend who is four is learning much faster than Tommy. Tommy keeps trying and also glancing at his friend. *(A parent who wants to enhance the self-esteem of his child would praise the way Tommy is trying so hard and is sticking with the job.)*

Four-year-old Sara is helping you set the table for her brother's birthday party. She is obviously proud of herself even though she has placed the forks on the wrong side of the plate. *(A wise parent would praise the way Sally has set the knife, spoon, plate, and glass correctly. Only then would he suggest that Sally put the forks on the correct side. It would be fine to leave the forks where they were in the first place, depending on who was coming to the birthday party. If older children or relatives were expected, there is a danger that they might correct Sally less kindly than the parent would.)*

Three-year-old Betty is trying out her new puzzle. It is taking her a long time to put it back together, but she seems happy and totally absorbed. She has been trying to find the right spot for one particular piece for about five minutes. It is painful for you as her parent to watch this slow process. *(By leaving her alone her parent would show confidence in her ability.)*

ENCOURAGEMENT

What can you say when your child really does fail at something he has tried hard to accomplish?

Here are examples:

- I was really pleased to be here with you.
- I was glad you tried to tie your shoe.
- It is okay to fail sometimes. Everyone makes mistakes.
- Sometimes making a mistake is the best way to learn.
- I know you are pleased with the progress you have made.
- It looks as if you really worked hard on that.

Recognizing effort and improvement rather than achievement encourages your child to evaluate his own actions. He will not need the approval of others as he grows up, but will set his own standards and make his own decisions. He will take responsibility for his own life. He will be a high self-esteemee.

Those who think they can
do.

Those who think they can't
don't.

I don't become what I think I can.
I don't become what you think I can.
I become what I think you think I can.

ACTIVITY 6

SELF-CONFIDENCE BINGO

Directions: Show how competent you are by finding the answers to the following questions in the box below. Then place an "X" on the word in the Bingo Card below. If you answer each question correctly, four of the answers will form a straightline. You may work with your partner for today. *(Allow some time for this activity. You may want to give a simple prize to the couple who gets BINGO first.)*

1. The ability to do things is called _____
2. _____ is knowing you can do something.
3. Competence is largely _____ by children from their parents.
4. One way children gain in competence is by having their _____ pointed out.
5. Young children need lots of chances to experience _____
6. Children who feel confident are usually _____ to try new things.
7. Parents who give their children lots of _____ help them feel good about themselves.
8. Parents _____ play a major role in how capable children become.

Discuss the answers to the above questions.

X STRENGTHS	X EAGER	CRITICISM	X LEARNED
INCOMPETENCE	WEAKNESS	X SUCCESS	INHERITED
SELF DOUBT	X EXPECTATIONS	FAILURE	AFRAID
X COMPETENCE	RESPONSIBILITY	X PRAISE	X SELF- CONFIDENCE

ACTIVITY 7

STRENGTH BOMBARDMENT

Do not let the advice in these lessons make you feel guilty about the techniques you have not been using. Remember there is no such thing as a perfect parent, but we can all improve and learn from each other. You are the expert on your own child. In a group with three other people, write your name on three pieces of paper. (*Hand out paper, envelopes, and pencils.*) Give each of the people in your group one piece with your name on it. Now write two nice things about each person on the piece of paper with his name on it. Put the papers in the person's envelope. Seal each envelope. Take your envelope home tonight and read its contents before you go to bed.

ACTIVITY 8

HOMEWORK

Try the strength bombardment activity with your family, even if you have a three- or four-year-old. Someone can write for them. Young children can play this game, too, and will enjoy it as much as you did.

SUMMARY

In summary, to be sure that your child has a high self-esteem continuously, ask yourself the following question, "Is what I am doing going to make my child believe he is a lovable, worthwhile, capable, and responsible person?" Remember parents have a large effect on the child's self-esteem.

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NUTRITION: DEVELOPING GOOD EATING HABITS

LESSON 4 IN A SERIES OF 9

OBJECTIVES

Parents will:

- become aware of the importance of establishing good eating habits.
- be able to plan a healthy diet for their infants and preschoolers.

MATERIALS

- Pencils
- Leaflet 4 for each participant
- Foods to demonstrate
- Chalk
- Chalkboard
- Name tags

ACTIVITY 1

SHARING TIME

Find a person who seems to feel the same way you do about rearing children and ask this person to be your partner for this lesson. (*Allow time for participants to choose a partner.*) Share with that person results you had with the assignment from the last session. (*Allow another few minutes.*) What questions do you have about the assignment? Would someone who was successful with the homework share what happened? (*Allow time for a short discussion.*)

INTRODUCTION

At first a baby only eats, sleeps, and grows rapidly. After the first birthday, the toddler settles into a slower growth pattern. At this time the child is usually giving up the bottle and formula and eating solid food. This can be trying for you and your child as his appetite decreases and he begins to use his new-found independence in making food choices.

In this lesson, you will learn some of the characteristics of infants, toddlers, and preschoolers that affect their eating habits. You will also learn what a healthy diet is. The food habits that are developed in early childhood tend to continue into adulthood.

ACTIVITY 2

HERE IS WHAT MY CHILD ATE

Record what your child ate yesterday in Leaflet 4 under the section "Here Is What My Child Ate." Include all meals and snacks. Later in the session you will be asked to compare your child's list to the Guide to Healthy Food Choices.

BREAKFAST**MIDMORNING****LUNCH****AFTERNOON SNACK****SUPPER****BEFORE BED****FOOD FOR THE YOUNG CHILD**

Please divide into groups by age of your child, as follows:

- Birth - Five Months
- Six Months - One Year
- Toddlers - Preschoolers

Read the age-appropriate sections in Leaflet 4 and discuss the questions at the end of the selected section (Activity 3, 4, or 5).

THE FIRST MONTHS

Throughout life, food is important to maintain good health, stop hunger, and celebrate special occasions such as birthdays and holidays. Because food is one way your baby learns about being a person, food is important. And, because your baby grows very rapidly the first year, your baby must receive the proper amounts of protein, calories, vitamins, and minerals.

Feeding

Newborn infants have important reflexes that help them find food. The first reflex is the "rooting" reflex. When something touches baby's cheek, baby's head turns toward this touch. Other important reflexes are pursing lips, sucking, and swallowing. These reflexes were covered in Lesson 2. When you want to feed a newborn infant, hold the baby in a comfortable position. Touch the baby's cheek so his head turns toward the nipple, guide the nipple into the baby's mouth, and relax. Your baby will soon develop a pattern for sucking, resting, burping, and sucking again.

During the first weeks, prepare for feeding by having a soft cloth nearby. A tiny baby's lips do not fit tightly around a breast or bottle nipple, and some milk will leak out. A tiny baby also needs to be burped to expel swallowed air. As the baby develops, his lips fit the nipple better, and less air is swallowed. Feeding becomes more rhythmic and less messy.

What About Parents

Parents probably never feel so tired as during the first few weeks of a baby's life. The baby's stomach will be empty and ready to be fed every two to four hours around the clock. A baby will probably reach a "hungry" stage at about two weeks. For the next few days the baby will have an enormous appetite. This is particularly hard for the nursing mother because the baby seems dissatisfied with the breast. The nursing mother should be reassured that her infant is getting enough milk. It takes 24-48 hours after birth for the supply to catch up to the demand. Frequent nursing helps build up the supply.

The only food a baby needs for the first five or six months is milk. There is no evidence that feeding solid food helps the baby sleep longer. Mother's milk is recommended. There are many advantages to nursing your baby. A mother's milk is just exactly right for her baby, and breast-fed infants are healthier. Human milk is also less costly and less trouble. Breastfeeding women get back to their pre-pregnancy weight more quickly.

Although formulas are now prepared so they closely resemble human milk, there are still some big differences. The biggest difference between human milk and commercially prepared formula is that mother's milk carries antibodies to disease that protect the baby from the same diseases to which the mother is immune. This immunity lasts for several months.

The second difference is that human milk protects the infant from getting many gastrointestinal diseases that cause vomiting and diarrhea. Several factors in human milk stop the growth of harmful intestinal bacteria and promote the growth of helpful intestinal bacteria.

Breast milk also helps prevent allergies through a substance that coats the intestinal tract so large protein molecules cannot be absorbed. This is especially important if the baby's family has allergies. By the time babies are seven months old, they can produce their own substance to coat the intestinal tract.

One advantage of breastfeeding for the mother is that her milk is always ready -- no bottles or formula to fix. Most mothers find this especially nice at night.

If a mother chooses not to breastfeed, there are many types of formula to choose from -- powdered, liquid concentrate, ready-to-feed, or evaporated milk. In addition, there are special milks for babies who are allergic to cow's milk.

Cow's milk is not recommended for babies less than a year old. Skim milk is not recommended for babies less than two years old.

ACTIVITY 3**BABIES AND MILK**

Let's review to be sure we are all together.

Write "True" or "False" by each statement.

- 1. Babies cannot digest fresh cow's milk until after five months of age.
- 2. Breastfeeding is the best feeding choice a mother could make for her baby.
- 3. There is evidence that solid food helps a baby sleep longer.

ANSWERS: 1. True; 2. True, 3. False

SIX MONTHS TO ONE YEAR

During these months, babies grow rapidly and they smile frequently. Their eyes will follow the parent/sibling/familiar person around the room. The baby can clasp his hands at will by now and can grasp something placed in his hand. In a sitting position, the baby's head is steady and upright.

At this age the baby's body is growing inside, too. Feeding schedules and bowel movements have become more regular. Most babies are sleeping all night. These are all signs that the digestive system is developing and getting ready to digest solid foods.

During the first months, babies are used to sucking. Taking food from a spoon and swallowing is a different action that must be learned. As you start feeding the baby, place food well back on the tongue to help get the food in position for swallowing. Expect the baby to spit the food out at first. He has definite likes and dislikes, and food that is not liked will be spit out.

Between five and six months, a baby is learning to chew and practices by putting everything into the mouth. This is one way baby explores the world. This is also about the time teeth begin to erupt, which can be an uncomfortable time for both parent and baby.

As soon as teeth erupt, begin protecting them against decay. Avoid putting the baby to sleep with a bottle. Wipe baby teeth with gauze or brush them.

By about seven or eight months, the baby's lips begin to be able to shape around the rim of a cup. Drinking alone may be impossible, but you can help your baby begin to learn to drink from a cup. Most babies do not learn to drink alone from a cup until 10 to 15 months.

Babies begin learning to self-feed between six months and one year. This can be messy, with as much food getting on hands, face, and hair as into the baby. Between 10 to 18 months, she develops some ability to use a spoon, but does not have really good control for two to three years.

Between 12 and 18 months growth slows down, so the baby needs less food and eating becomes erratic. Since this is normal, a parent should not be concerned. A child cannot be forced to eat when not hungry.

Planning Food For The Older Infant

Solid foods need to be added slowly while the baby is learning to swallow solids. Parents will need lots of patience during this time, and the baby will need lots of reassurance. Holding and loving the baby during these times makes mealtimes as pleasant as possible. Talking to the child during feeding time is important. Even before words are understood, the reassuring, loving tone of a parent is understood.

The first food added is cereal. Rice cereal, iron-fortified, is good to begin with.

Only one new food should be added every four or five days. Eating is a great new adventure for the child. If a food is not liked, it can be set aside and tried again a few weeks later.

Vegetables and fruits are usually added after cereal. Protein foods like strained meat, poultry, fish, mashed beans or cheese are added next.

Commercially prepared infant foods are nutritious, convenient, and quite safe. Over the last few years, manufacturers have reduced the salt and sugar they use. Tapioca starch is used for thickening baby food, and it is digested by babies just as any other starchy cereal is digested.

The labels on protein baby foods can be deceptive. Protein is found in strained meats. High-meat dinners are only half the protein of strained meats, and "dinners" are low on the scale with only one-fourth the protein.

Usually, the nutrition label states that a jar of baby food is one serving for an infant. Actually, small babies will eat only one or two tablespoons a day. Beware of this slightly deceptive bit of labeling and remove only what baby will eat. The baby should not be fed directly from the jar and the remainder of the jar stored for another feeding.

Making Your Own Baby Food

If a parent has time and enjoys cooking, baby foods are easy to prepare by using a blender or strainer or with some persistent mashing with a fork. Baby food can be made up ahead of time and solidly frozen in ice cube trays. Once frozen, the cubes can be stored in plastic bags. When preparing baby food at home, use only the best quality, freshest foods. Keep food equipment and work space clean.

Suggested Daily Meal Plans For Six Months To One Year

BREAKFAST

- Cereal (iron fortified), egg, formula or breast milk

MIDMORNING

- Juice

NOON MEAL

- Vegetable, meat, formula or breast milk

MID-AFTERNOON

- Formula or breast milk, crusty enriched bread or crackers

EVENING MEAL

- Cereal (iron fortified), fruit, formula or breast milk

ACTIVITY 4

BABIES AND SOLID FOOD

1. Describe signs that a baby's digestive system is getting ready for solid food. *(Baby sits up with support, leans forward for another bite, and keeps sticking out his tongue. Feeding schedule and bowel movements have become regular. Baby is sleeping all night.)*
2. Why should a baby not be fed solid food before six months? *(Swallowing is a different action than sucking. Babies have to learn to swallow. They also have to learn to chew. Their digestive system is not ready for solid food until about six months.)*
3. Why is it not a good idea for a baby to go to sleep with a bottle? *(The formula will remain on the teeth and cause decay. Also, babies need to be held while taking a bottle to experience the close touching of a significant other person.)*

TODDLERS AND PRESCHOOLERS

Dealing With a Child's Eating Behavior

Between two and three years of age children are learning about the world around them. They want to explore everything, including food, but they do it in their own way. And their appetites are very small.

Although most children do not eat much between two and three years, over several days or a week they eat enough food to keep them going and to keep them healthy. They only need small amounts because they are small. Little children's eating behaviors can be very frustrating to parents.

Remember, his size. Good eating skills are developed; they do not appear overnight.

One- to Two-Year-Olds

- learn to drink from cup; should be almost weaned from breast or bottle
- learn to bring food to mouth with spoon
- copy others and will eat many family foods
- can detect slight differences in foods and show these differences in facial expressions
- are developing likes and dislikes, like sweet foods
- like to touch and play with food; respond to food texture
- learn to say "NO" and become more independent

Two- and Three-Year-Olds

- have much improved muscle control so can use spoon and fork easier
- often desire desserts and sweets
- will be willing to wait a little for requests to be filled
- usually will eat vegetables raw but may refuse salads
- accept green vegetables more often
- can make simple food choices like "Would you like a peach or pear?"

Four- and Five-Year-Olds

- may return to food jags or go on food "strikes"
- are influenced by others: other children, television ads, teachers
- may prefer plain cooking and foods separated on the plate
- dislike most mixed food dishes and gravies
- have gradually increasing appetites

Typical food responses of toddlers and preschoolers include:

- Food Jags – when only a few foods are accepted. If you hear “I only want the rice,” treat it in a casual way and the child will usually return to a wider variety of foods after a few days.
- Strange Responses Toward Food – like “Don’t let the peas touch the chicken” or eating food in a certain order or always having the same glass to drink milk from. Such rituals provide security, so respect the sometimes strange requests and don’t over-react.

ACTIVITY 5

FOOD LIKES

Young children seem to have some common food preferences. Children accept food better when you...

(Ask partners to make a list and share with group. There is a space on Leaflet 4 for the list.)

(Some possible answers are:

- *serve single foods, rather than a stew or casserole*
- *offer food that is a bright color*
- *serve mild-flavored foods*
- *provide the proper textures: moist, tender meat versus dry, tough; soft bread versus coarse, hard; tender-crisp vegetables versus mushy, overcooked*
- *serve food barely warm or not icy cold*
- *offer small servings)*

GUIDE TO HEALTHY FOOD CHOICES

Now we will explore the children’s Guide to Healthy Food Choices. If a child is four years old, she should be eating this amount of food daily. This is the same guide you use to plan meals for your family. Only the size of the servings differs.

FOOD	AMOUNT PER DAY	SERVING SIZE
Whole, evaporated, or skim milk; cheese; yogurt; ice cream; pudding; milk drinks	3 cups	1/2 to 1 cup (4-8 ounces)
Meat, poultry, fish, eggs cooked, dried beans or peas, cottage cheese, smooth peanut butter	2 to 3 servings	1/4 cup*
Vegetables – a dark green or deep yellow vegetable for vitamin A	3 to 5 servings	1/4 cup*
Fruits	2 to 4 servings	1/4 cup*
Breads and cereals, whole grain or enriched	6 or more servings	1/4 cup cereal or 1/2-1 slice bread
Plus other foods - margarine, butter, or other fats, and jelly, jam, etc.	Limited use	

*NOTE: One tablespoon per age of child is a good rule of thumb for serving size. Four tablespoons equal one-fourth cup.

ACTIVITY 6

EVALUATE FOOD RECALL

Now that you know more about the Guide to Healthy Food Choices, you can evaluate the food your child ate yesterday.

If your child is less than one year old, use the Daily Meal Plan on page 5 for comparison.

Count the number of servings your child had in the food groups listed below. Put the number in the blank.

- Milk-Yogurt-Cheese Group _____
- Breads and Cereals Group _____
- Fruits Group _____
- Meat-Poultry-Fish-Bean Group _____
- Vegetable Group _____

Did your child have adequate nutrition yesterday? What else was needed?

ACTIVITY 7

HOMEWORK

Encourage your three-or four-year-old to make a peanut butter and jelly sandwich. Ask him to cut it into halves and then into fourths. Of course, you will have to help the first time, showing him how to spread the peanut butter and jelly. Also talk about safety with knives. A child this age can pour his own milk from a small pitcher if it is sitting on the bottom shelf of the refrigerator. Doing important things like preparing one's own lunch makes your child feel capable and improves his self-esteem. What are some other food preparation activities that you and your child can do together?

SUMMARY

Children are pros at copying the eating habits of others. They like foods you like and refuse foods you refuse. They copy your table manners and quickly pick up on the mealtime atmosphere, whether it is pleasant or unruly. How others in the family approach eating determines in great part how children will react to food. Set a good example—it's good for your child and good for you.

Remember that the eating habits you create in your children now will probably last a lifetime.

ADDITIONAL HELP AND REFERENCES

Davis, R. (1981). *Fun food facts*. Nutrition education for parents. Clemson University Extension Service.

Footsteps teacher's manual part I. (1979). Baltimore: University Park Press.

A guide to healthy food choices, FN leaflet 67. Clemson University: Cooperative Extension Service.

Principles of human development: The pre-school years. Washington State University: Cooperative Extension Service.

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EMPOWERMENT: ACHIEVING SELF-DISCIPLINE

LESSON 5 IN A SERIES OF 9

OBJECTIVES:

Parents will:

- understand the need for providing discipline.
- develop skill in saying what they mean and meaning what they say when disciplining a child.

MATERIALS

- Leaflet 5 for each participant
- Chart with three basics of discipline
- Pencils
- Name tags

ACTIVITY 1

SHARING TIME

Who will begin this lesson by telling us about the results of your homework?
(Allow a few minutes for sharing. During this time, make the point that by letting our children do things around the house and giving them praise, we are encouraging them to become competent adults.)

ACTIVITY 2

WHAT ARE WE TALKING ABOUT?

Discipline is probably not one of our favorite things to think or talk about, but by discussing it, we will learn from each other. Please choose a partner and do two things:

- Decide what you think is the purpose of discipline.
- Then write down what you think the word "discipline" means.
- Take a few minutes for this. Remember that we are not going to say who is right and who is wrong; we just want to share our ideas.

(After discussion between partners starts to wane, invite them to share points from their discussions with the group.)

The word "discipline" comes from the root word "disciple," which means to follow someone's teachings. This helps us understand the difference in discipline and punishment. How do you feel about this idea?

(After discussion, close by thanking the group for sharing and then continue.)

You have done some good thinking. The purpose of discipline is to help children learn to control their behavior and eventually to take responsibility for their own behavior. Discipline empowers the child to become a competent adult.

INTRODUCTION

Building on what you have said, we seem to agree that discipline is necessary and one of the big responsibilities of being a parent. It is also one topic on which husbands and wives are most likely to disagree. In fact, few adults are likely to agree on their ideas about discipline. This is understandable when we realize that each of us was reared differently and was disciplined differently. As we were growing up, many of us probably thought about what we would and would not do when we were parents. But now that we are parents, the answers do not come so easily. That is one reason that it is so helpful to learn from others.

Many people who have spent a lifetime studying and practicing human development tell us that discipline is not a technique, but an attitude. When we as parents feel that we are in charge of a situation, we communicate this sense of being in charge to our children. If we feel unsure of being able to control our child's behavior, we communicate that to the child also. Attitudes show!

Parents often say that it is too bad they did not have a child to practice on before they were dealing with their own. One parent said, "I felt that way, too, and the second child seemed easier than the first. I think we were just more confident and competent."

Perhaps we can agree on these three basics in discipline that can serve as a guide for our thoughts and actions as we think about children from birth through four years of age:

I will not allow my child to hurt himself,
I will not allow my child to hurt others, and
I will not allow my child to hurt things.

Also, in order to convey these feelings effectively, "I will try to say what I mean and mean what I say." This sounds simple; yet we know that it is not simple. It is extremely important that all adults who are your child's caregivers understand what you are trying to achieve through discipline.

Results of studies show that well-adjusted, achieving youngsters seem to come from homes where: limits are set; rules are few, clear, and understood; love is abundant; and there is consistency in words and actions. Children raised in this atmosphere tend to become self-disciplined adults. Consistency in discipline appears to be a key element in the development of self-disciplined individuals.

ACTIVITY 3

CONSISTENCY

With your partner complete the activity in Leaflet 5 about consistency.

If a mother and father use consistent patterns of discipline, they agree on limits for the child and on what the consequences are when the child goes beyond the limits. In other words, there is uniformity in the limits both parents communicate to the child and in the consequences both inflict. Consistency also means having the same limits and consequences over time.

Which of these patterns of discipline are consistent?

1. Houston comes home from preschool with bite marks. His mother tells him never to bite anyone; his father says, "I hope you bit him back real hard."

- 2. Houston comes home from preschool with bite marks. His mother tells him never to bite anyone; his father tells him never to bite anyone.
- 3. Tom jumps on the sofa in his home. His parents do not say anything. Tom jumps on the sofa in a neighbor's house. His parents scold him.
- 4. Tom jumps on the sofa in his home. His parents do not scold him. He jumps on the sofa in a neighbor's house. His parents do not scold him.
- 5. Sally had to stand in the corner at preschool for pushing Mary when Mary bit her. Mother and father scold her. When Sally has to stand in the corner for pushing Mary again a week later, Sally's mother scolds her; her father praises her for defending herself.

In which of the foregoing situations could the child most likely be sensing trust? (2 and 4) Why would the child sense trust in these and not the others? (*A child senses trust when what he experiences and remembers at one time is the same as he experiences and remembers at another time. In 2 and 4 the child experiences constant discipline. In 2 both parents discipline in the same way. In 4 both parents discipline, or do not discipline, the same way at two different time periods. In 1 there is not consistency between what the mother and father say. In 3 the child is disciplined different ways for the same behavior at two different time periods. In 5 the mother's discipline is consistent from one occurrence to another but the father's is not.*)

Now let us look more closely at firm and harsh discipline. Again, with your partner work on Activity 4 in the leaflet. (*Allow a few minutes of discussion after the activity.*)

ACTIVITY 4

FIRM NOT HARSH DISCIPLINE

Firm - secure, solid; not subject to change or revision; steady; not easily moved or disturbed; steadfast.

Harsh - disagreeable to the senses; causing discomfort or pain; overly exacting; severe, rough.

Label the following remarks as "F" indicating firm discipline or "H" indicating harsh discipline.

- F 1. "No. You cannot play outside today. It is still raining and you may get a cold. I cannot let you get sick."
- H 2. "Get your feet off the sofa! You are stupid! How many times do I have to tell you that? Most 4-year-olds do better than you."
- H 3. "If I catch you writing on the wall again, I'll give you a spanking you'll never forget."

AGE-APPROPRIATE DISCIPLINE

In Leaflet 5, there are sections about discipline at different ages: infants, eight months through walkers, toddlers, and three and four year olds. (*Arrange the*

group into four smaller groups according to ages of children. A parent with more than one child may choose a group.) Please read the section related to the age of your child quietly to yourself. Discuss the questions at the end of that section with the group. (Appoint a discussion leader in each group.)

INFANTS

Burton White, one of our leading specialists in child development and father of four, suggests there are three goals for parents to work toward during the first eight months of a child's life:

1. Giving their baby a feeling of being loved and cared for.
2. Helping their baby to develop specific skills.
3. Encouraging their baby's interest in the outside world

The first eight months is a period when a baby learns to trust and also learns order and routine. During the first two years of life, it is essential for a child to develop a strong attachment to one or more older humans. This attachment starts in infancy as the basic needs are met. For babies, being fed; being kept dry, warm, clean, and comfortable; being held; being talked to; and being truly loved are absolutely necessary. Babies have an incredible way of bonding themselves to their parents and their parents to them. Babies also require time and energy during these first months. Parents will make some mistakes, as all other parents have. Nevertheless, children survive in spite of parents. Just think how well you turned out!

As soon as a child is born, patterns of action and interaction begin to develop. New parents should keep in mind that the baby is another member of the household, not the only member. The discipline of infancy comes in setting up patterns that reflect caring, gentleness, attentiveness to needs, and security. This does not happen immediately. New parents are learning about their baby and the baby is learning about the parents.

Anticipating what is coming up next and being ready for it is helpful. For example, when bottle feeding, nothing is so exasperating as finding that no formula is ready when the baby is ready to be fed. At this stage parents are managing for themselves and for a very dependent infant, so they need to be the best managers possible. Thinking ahead, planning, and anticipating are necessary. This does not mean being on pins and needles, but it means preventive planning.

Babies who have their needs anticipated and promptly met are not spoiled babies; they are babies who trust and really require less time. In fact, Dr. Lee Salk of the Cornell Medical Center assures us that the more responsive parents are to their baby the less the baby cries and the more securely the baby becomes attached.

Young babies sleep a lot of the time, and when they are awake they do not have much to do. They first become interested in their hands, cradle gyms, and other objects that are six to eight inches from their face. Objects placed to the right side of the baby's head seem to be noticed by the infant more often than objects placed on the left side.

When babies are awake, they love to be in different environments. They need to be moved around from room to room, by a window or a glass door where they can see outside. Also, they need to be where they can see and hear their parents. Talking to babies helps them become social human beings. SAFETY is always a primary concern. Babies are quick and unpredictable as to their strength and ability to get into a tough situation quickly.

Some parents have trouble getting the baby to sleep, at least during the time they want her to sleep. Can you train a baby's sleep habits? To some degree, yes, but you cannot change an infant's basic sleep chemistry. Wide-awake youngsters are probably going to stay that way. Babies are just like adults in that some people seem to require more sleep than others. During the first few weeks of life, parents may need to sleep when the baby sleeps and not be too concerned about schedules. Dusting, dishes, meals, and other tasks that previously were "necessities" can be altered. Remember, parents are helping the baby get used to a new world and the things the baby now has to do for herself. Gradually the baby will sleep the hours the rest of the family sleeps.

Turning, moving, cooing, squirming, wiggling, smiling, reaching, looking, laughing, sitting alone, and pulling up are skills that most babies achieve during these first eight months, some sooner than others. Each baby has his own timetable and is full of delightful surprises; so stop, look, and listen. Loving responses will make the baby try even harder. All these wonderful skills and more are learned during these first eight months. Some babies may be early walkers, which means careful, careful watching because babies this young have developed little knowledge of danger.

It is also important for parents to have some time away from this wonderful new creature, even if for only an hour or two. Remember that the baby is a member of the family, not the sum total of everything important in the family.

ACTIVITY 5

NEW PARENT FEARS

Being a new parent is not easy. One mother told that her baby had never slept all night until he was about 10 months old. When the mother awakened about 6 a.m. and realized she had not been up all night, she ran to the crib and woke up the baby because she was sure he was dead. We all have had similar experiences.

Discuss the following topics:

- What are some of the things you worried about unnecessarily?
- How did you manage during the first eight months with your new baby?
- What advice do you have for a new mother and father?
- What could you do to help some new parents you know?

And what does all this have to do with discipline? It is just a reminder that you are human and you have needs, too. When you become overtired and tense, everything seems worse than it is. There is nothing quite like a few hours of needed sleep and a little time away, so ask for help when it is needed.

Remember, you have good judgment. There is nothing wrong with a rocking chair and a pacifier. Most authorities and most parents agree that the gentle movements of a rocking chair, close holding, and soft singing work wonders for some children, while a pacifier does the same for others. Your baby will let you know what he likes as you learn about each other.

EIGHT MONTHS THROUGH WALKING

By the time the eighth month has been reached, the foundation has been laid. Eight-month-old children are exciting, developing, and interesting people. They have achieved so much physically, mentally, and socially. Now what lies ahead as far as discipline is concerned?

Eight-month-old children are understanding language and also learning that crawling and creeping are taking them to new places and new things. Thank goodness babies are extremely curious because that aids the learning process. Prevention is the key to happiness at this point, so childproofing the child's environment is essential. A lot of learning takes place through mouths, eyes, and hands. It is amazing how long little arms can become, how far little hands can reach, and how quickly eight-month-old children can move. Since this age group has very little memory, all the times the parent said "no" are soon forgotten and so is the desired object when a substitute is offered. If parents are saying "no" often, look for the reason why. Childproofing the home makes for fewer "noes" and more freedom.

Dr. Burton White points out that it is important to keep two principles in mind: 1) there is a line where the baby's legitimate rights end and those of other people begin, and 2) discipline should be followed through consistently. No parent wants to rear self-centered children. Learning to get along with others begins at home. Lines must be clearly drawn with love and patience, with the parent in charge all the way. It is hard to be consistent, but consistency must be maintained. What parents are investing in their baby is the investment of a lifetime. When telling a 15-month-old to stop pulling on the curtain, a parent must stay with it. If the parent gives up, the baby will soon learn that she can win if she keeps at it long enough. This line of reasoning calls for thought before saying "no." Since limits are necessary, would it be better to take the curtains down for a while?

One method of discipline for a toddler is putting the child in a "time-out chair." The parents can keep an eye on him and explain their action by saying, "You must sit in this chair because you need some time by yourself. Daddy said 'No, you cannot pull Jane's hair -- it hurts her.'" One minute is long enough for beginning. The same chair can be used again and soon parents will need only ask, "Do you need to sit in the gray chair? Do you need time out?"

ACTIVITY 6

WHAT WOULD YOU DO?

Read the situation in Leaflet 5 and write down what you think the parent should do under each situation.

You will be given an opportunity to discuss your answers later.

1. Nine-month-old Tommy tries to play with lamp cords, ash trays, and magazines.
2. Eighteen-month-old Whitney loves to knock over his milk or juice and watch how it spills.
3. When Mr. Smith takes one-year-old Ashley with him to the grocery store, she reaches for everything on the shelves.
4. Nine-month-old David crawls up to a pair of hot tongs near the outdoor grill.

Answers:

Any response that prevents children from hurting themselves and yet provides them an opportunity to learn more about their environment is a correct response. Help children to realize their limitations and restrictions of their environment, and they will eventually develop self-control. Now we will list our responses to what we would do.

1. The best action for the parent to take is to remove such items out of Tommy's reach. Child-proofing the home allows the child to learn all about the interesting things around and frees the parent from saying "no" constantly and from handslaps.
2. One thing that may be done is to let Whitney play with containers in the bathtub and allow him to pour water out of them. The parent also needs to begin to talk to the child about the importance of milk and juice to his body.
3. Ashley could be given one or two of the colorful containers from Mr. Smith's cart to look at and handle.
4. These items should be moved from David's reach. It should be explained that the tongs and grill are hot and they will hurt if touched.

TODDLER TACTICS

If you are the parent of one of these wonderful creatures of boundless energy and infinite curiosity, look at some of the situations in which you are likely to find yourself.

FALLING DOWN. Toddlers can get up alone, unless they are really hurt. Praise and such words as "I'm glad you didn't get hurt" are good responses.

THROWING FOOD. Toddlers should be told firmly that this is not to be done. They can hold a spoon and help themselves while someone else is feeding them, but it will be messy. Throwing food seems as good an idea as throwing a ball to the toddler, so words and attitude must teach the difference. Food should be removed if playing persists and the child is not hungry.

TEMPER TANTRUMS OR BREATH HOLDING. Yes, such things do happen. Blowing in the face usually causes a child to release his breath and breathe again. Toddlers cannot do all the things they want to do because of their limitations. They can become frustrated and overtired. Sometimes the parent is trying to do too much at one time. The trip to the grocery store may be too much after an already full morning when food and nap time may be delayed. Toddlers love a routine they can count on. They are also short fused and "me do it" is a favorite phrase or action. Time-out in the chair or in their room for a few minutes with the understanding that they can come out when they can stop crying puts the responsibility on them and keeps the parent in charge. Always be alert to what they are doing.

HITTING AND BITING. Remember that wonderful word, prevention? Fights must be diverted before they happen. The children may need to be separated. Talking to a two-year-old about sharing may not get much result. Neither does asking "Why did you do that?" or "How do you think Allyson feels?" These thoughts are beyond a two-year-old. Sitting for a few minutes, isolation in their own room, and firm voice tones let them know you disapprove and you are in charge. Children who are hit are likely to be long-term hitters themselves. Parents are teachers. Usually there is only one child that a child selects to bite, and you can count on this behavior if those two get together. We do not know why this is, but we do know that it can be prevented. The mothers can agree that for now these two cannot play together without full supervision.

POOR SLEEP HABITS. Routine, consistency, and known expectations are essential to good sleep habits. If a child awakens and cries out, he should be comforted. A parent needs to sit in the room with him for a few minutes, but taking him into the parent's bed starts a habit that is hard to break and one that reinforces this behavior. It goes without saying that a parent should always make sure that there is nothing really wrong.

Over-stimulation can keep a child from going to sleep at the regular time. That is even more reason for getting into bed at the regular time. Try tapering off with books to look at, a cassette to listen to, or by sharing a book with a parent or sibling before being put in bed. Children can be flexible and are able to adjust to slight variations in bedtime. Toddlers may awaken and get up to play in the middle of the night or move to another place and fall asleep.

Know yourself as well as your toddler. Know when both of you are reaching your limits. The purpose of discipline is to teach, not to give pain. You can lose control. Each of us is capable of child abuse when pushed beyond our limits. Balance is what we are striving for. Discipline with love; take joy in your child's growing independence. Such fine lines and so much adult judgement are required. Too much discipline impairs; too little discipline is a form of neglect. You have good judgement, and there are others you can talk to and books you can read. Forget the phrase "terrible twos" - substitute the phrase "terrific twos." Your child is a terrific learner and you are a terrific teacher!

ACTIVITY 7

DO'S AND DON'TS

Another way to help a young child have self-control is to use more "do's" than "don'ts" when talking to him. This is difficult if parents already have the "don't" habit, and it will take much practice to make a change. The improvement in the relationship with the child will make the effort worthwhile. Some examples appear below.

DON'TS

Don't slam the door.
Don't squeeze the puppy.
Don't jump on the sofa.
Don't run in the house.

DO'S

Close the door gently.
Hold the puppy gently.
Sit on the sofa.
Walk in the house.

The word "please" used before the "do's" helps the child learn politeness.

Here are some "don'ts" for you to change into "do's."

DON'TS

Don't yell at me.
Don't touch that.
Don't spill it.
Don't hit the coffee table.
Don't play with the electric cord.

DO'S

(Speak to me softly.)
(Here, please hold this.)
(Hold it carefully.)
(Please come over here.)
(Here, look at what I have.)

THREES AND FOURS

How quickly time goes, and what a difference a year makes. Three- and four-year-olds can be delightful. Children this age are more mature, have longer attention spans and memory, love playing with other children, can use language to express themselves, and have learned many skills. No wonder they are pleased with the world and show it. It is wonderful to relearn the world through the eyes of children.

Three-year-olds tend to be "yes" people. They want to please and are now more secure, more stable, and more sharing. They love new words, new friends, new situations.

Three- and four-year-olds learn to dress themselves, stop wetting their pants, and communicate well. Much self-confidence and independence come as hands, feet, eyes, words, and mind all begin to work together. Members of this age group also know what they can count on from parents.

Somewhere around four or five, children begin to show some of what has been called "signs of internal government." At this age children are beginning to take some control of themselves and to make some decisions. This is the goal for which parents have been working.

These are years of pretend, fantasy, imaginary friends. These are years of learning and competence. Learning to follow directions, to complete a task, to clean up after themselves, and to do simple chores all help them know they are part of a family and a contributor. These are foundation learnings for life and help a youngster to be ready for kindergarten and first grade.

Meaningless tasks for children should be avoided. Three- and four-year-olds can be a part of what the family is doing. Parents should explain why they are doing things, as well as how. This helps children develop the ability to reason and to think for themselves, which are parts of discipline. Explanations also teach what is expected and communicate family values. Praise and appreciation delight preschoolers. Telling children how much they are loved and how lucky parents are to have them are sure ways to help them feel good about themselves.

These thoughts may be helpful in rearing your child.

- See yourself as a parent/teacher.
- Act instead of threatening the child.
- Children can become "parent-deaf." Avoid talking them to death.
- Shaming or nagging injures the child's self-concept.

DO ENJOY YOUR CHILD. EMPOWER YOUR CHILD BY DISCIPLINING WITH LOVE.

ACTIVITY 8

TRUE OR FALSE

Directions: Write either "true" or "false" by the following statements.

- ___ 1. The three-year-old tends to be a "yes" person.
- ___ 2. Around four a child may show signs of "internal government."
- ___ 3. Praise and appreciation delight a preschooler.
- ___ 4. A four-year-old can dress himself.

(Answers are all true)

IS YOUR CHILD'S BEHAVIOR A PART OF NORMAL DEVELOPMENT OR IS THERE REASON FOR CONCERN?

Some childhood misbehavior occurs as a normal part of growing up. Although they might be uncomfortable with the behavior, parents need not be especially alarmed when their children respond in this manner. Despite their distressing aspects, these behaviors are appropriate for children because they are a part of human development.

On the other hand, some behavior is a direct expression of disobedience. The child is purposely breaking an established reasonable rule and is challenging adult authority. Because the behavior is developmentally deviant, parents need to take some type of immediate action to confront their child with his misbehavior. Parental intervention is needed because the behavior is inappropriate for the child's age. This is a time to use the "gray chair" for sitting or his room for isolation. The time period must be reasonable and suited to the age of the child. One minute is longer than you think.

ACTIVITY 9

AGE-APPROPRIATE BEHAVIOR

(Ask the group to complete Activity 9 in Leaflet 5. Then discuss the suggested responses that follow.)

Directions: To the left of each of the situations below, write "yes" if you think the child is doing something that is a part of healthy or normal development at that age or write "no" if you think the child is doing something that demonstrates a failure in self-control and can be changed at that child's age. When you are finished, look below to compare your responses to our answers and their explanations.

- _____ 1. Child undresses in back yard at 1 1/2 years.
- _____ 2. Child refuses to share at age two and occasionally fights with friends over the use of toys.
- _____ 3. Beginning at age two, child says "NO" to his parents.
- _____ 4. Child at three years screams and becomes violent every time she goes into a toy store with her parents.
- _____ 5. Child at three years denies breaking a dish she was not supposed to be playing with.
- _____ 6. Child at four years yells and charges around the house.
- _____ 7. Child at four years occasionally wets her pants while playing out.

SUGGESTED RESPONSES FOR ACTIVITY 9

- Yes** 1. Child occasionally undresses in back yard at 1 1/2 years. At this age children cannot be expected to have a fully-developed sense of modesty. Also, the child could be excited by the challenge of removing clothes. In addition, children at this age do not have a well-developed sense of rules they know they are expected to follow.
- Yes** 2. Child refuses to share at age two and occasionally fights with his friends over the use of toys. Children at this age do not have a clear understanding of sharing and property rights. Frequently, there is a fear that if other children play with a particular toy, they will be able to take it home. Because of their limited language skills, children at this age will frequently use violence to get their own way.
- Yes** 3. Beginning at age two, child frequently says "NO" to his parents. Saying "no" is a normal and healthy way for children to express their autonomy and growing sense of self. Children need to declare a sense of separateness and self-direction beginning around 2 years of age.

Negativism is one way to bring about a sense of independence. Even though they should allow their children to express their own opinions, parents still have to decide whether or not they need to remain firm in their demands. Parents should remember that allowing children to voice their own opinions does not mean giving them the freedom to do completely as they want.

- No** 4. Child at three years screams and becomes violent every time she walks into a toy store with her parents. Occasional temper tantrums when children become frustrated are not unusual. But frequent temper tantrums, aggressive outbursts that children display when they fail to get their own way, occur only if the parents have a history of giving in to their children's demands, especially if the child is three years of age or older. If these unreasonable displays of temper are ignored, they will not continue. Some authorities and common sense may indicate — remove her from the toy store and say, "We cannot be around other people when you act like this." This teaches consequences or results of bad behavior.
- Yes** 5. Child at three years denies breaking a dish she was not supposed to be playing with. Children at this age do not really understand the meaning of "lying." Wishing something is true may make it real enough for a child to state an inaccuracy. Children still do not have a clear understanding of cause and effect at this point in their development. Also, the child's fear of parental punishment may contribute to her denials. Under these circumstances, a parent might gently point out that the child was playing with the dish, this was a mistake, and that both of you are sad that this happened. Be sure the child knows she means more to you than the dish does.
- Yes** 6. Child at four years yells and charges around the house. During the preschool years, children have a great deal of energy that needs release on an occasional basis. The preschool child cannot sit still and remain quiet long. The need for movement should be channeled into constructive forms of behavior in acceptable as well as safe locations in the home. Unfortunately, many exhausted parents call their children "hyperactive" and in need of professional help when, in fact, the child is expressing a normal and expected need for movement.
- Yes** 7. Child at four years occasionally wets her pants while playing outside. Expectations of many parents regarding toilet training are not realistic. It is not until around 24 months of age that a child's nerves and muscles develop fully enough to permit bowel and bladder control. Children typically do not master being dry at night until they are much older. Even at four years of age, play activities are so interesting that a child simply does not start for the bathroom in time. This is more a lack of judgment than disobedience.

HOW DO YOU DEFINE DISCIPLINE?

- What is your definition of discipline?
- Think about how you will use discipline.

ACTIVITY 10

HOMEWORK

Help your three- or four-year-old begin to be self-disciplined. This week begin giving your child a choice between two outfits. Then, let the child decide whether he wants to get dressed alone or with help. Be prepared to report what effect this assignment had on your child.

SUMMARY

Discipline keeps children from hurting themselves, others, or things. Effective discipline is firm, not harsh, and it is consistent. A parent who sets limits is helping the young child grow into a competent human being.

ADDITIONAL HELP AND REFERENCES

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WELLNESS: KEEPING CHILDREN HEALTHY AND SAFE

LESSON 6 IN A SERIES OF 9

OBJECTIVES:

Parents will:

- understand how to promote a healthy and safe environment for the young child.
- learn how to cope with illnesses and emergencies of children birth to four years of age.

MATERIALS

- String or thread
- Chalkboard
- Chalk
- Large sheets of paper
- Magic markers
- Tape
- Name tags
- Leaflet 6 for each participant
- Toy safety leaflets
- Toy telephones
- Soft ball
- Children's clothing
- *Talk on Toddler Safety* notebook - Extension Homemakers
- Car safety seat leaflets
- First aid kit
- Model of child's teeth

ACTIVITY 1

SHARING TIME

Sit near a person who is about the same height you are. This person will be your partner for this lesson. (*Allow time for participants to choose partners.*) Share with that person results you had with the assignment from the last session. What questions do you have about the assignment? Would someone who was successful with the assignment share what happened? (*Allow a few minutes for discussion.*)

INTRODUCTION

Children grow and learn best when they are treated with love and care in clean, safe, and healthy surroundings. A caring environment exists when the child's everyday world is primarily a healthy and happy one. This includes the emotional as well as the physical setting. In such a climate children feel secure and wanted because parents let them know they are cared for and loved.

ACTIVITY 2

HEALTHY CHILDREN

We will make a list of signs of healthy children. (*On a chart, or chalkboard, make a list of healthy characteristics of young children as each participant calls them out. Be liberal with praise.*)

Some signs of healthy children are:

- Strong bones and teeth
- Upright posture
- Alert expression
- Clear bright eyes and complexion

You may add others as we continue with the lesson. (*Additional signs of healthy children are being active, sleeping soundly, eating without coaxing, gaining steadily in height and weight over the months, feeling good most of the time, and having a stable nervous system.*)

ACTIVITY 3

NOT-SO-HEALTHY CHILDREN

Look at the last activity list and determine the opposite condition for every item listed. For instance:

FROM LIST

Strong Bones and Teeth
Alert Expression

OPPOSITE CONDITION

Decayed Teeth and Poor Gum Condition
Apathy, Sad Expression Regularly

ESTABLISH HABITS EARLY

Good health is a precious possession. How the young child's body performs depends, to a great extent, upon the type and frequency of care it receives. Establishing good health habits at an early age is one assurance that the body will receive the necessary care it deserves. From birth through early childhood, this is the parents' responsibility. Young children can learn good health practices that, with careful guidance, will become an ingrained daily routine.

ACTIVITY 4

HABITS AND STRING

(*Give each participant a piece of thread or string. Ask one of them to wrap it around the index fingers of the partner one time.*) Can you break the thread now? How many times do you have to wrap it around before it cannot be broken? How can we relate this activity to habits? (*The longer a habit is practiced, the harder it is to break.*)

HEALTH PROBLEMS

As you go about routine care and daily play with children, be alert for signs of health problems. The signs in Leaflet 6 under the section called "Health Problems" tell the parent or caregiver that help may be needed:

- Sore throat, redness, or itching of the mouth-throat area
- Discharge from the eyes, ears, or nose
- Rash on the face, neck, chest, or stomach
- Sneezing or coughing
- Drowsiness when the child has had plenty of rest
- Watery and glassy eyes
- Higher than normal body temperature (fever above 102 degrees Fahrenheit or lasting more than two days.)
- Flushed face and hot, dry skin
- Exceptional paleness and coldness
- Much unexpected perspiring
- Hoarse voice and swollen glands in the neck area
- Pain in the ear, head, chest, stomach, abdomen, or joints
- Stiff neck or back
- Extreme irritability and restlessness
- Nausea
- Vomiting:
 - Vomiting after falling or being hit
 - Blood or mucus in the vomit
 - Throwing up most of a feeding more than two or three times a day
- Diarrhea:
 - Watery, large, frequent bowel movements that may have a very bad smell
 - Watery or runny bowel movements that soak into the diaper or run down the leg
 - Four or five more stools than usual in one day
 - Not wetting diaper five times in 24 hours
 - Blood or mucus in the stool

YOU SHOULD ALSO KNOW

- Losing too much water from the baby's body from vomiting or diarrhea is called DEHYDRATION. This can be a very serious problem for a baby.
- A baby's temperature can go up faster than an older child's. Do not delay calling the doctor or clinic if your baby has one of these signs of illness or suddenly changes usual behavior.
- Fever, vomiting, and diarrhea can be caused by a number of germs or viruses. These germs can be spread by careless disposal of diapers or soiled bedding. Be careful to wash hands after changing diapers and cleaning up.

ACTIVITY 5

EMERGENCIES

Even the best-cared-for healthy children are going to be ill at times. Next, we are going to "Role Play." May we have two volunteers? One of you will be the caring parent. The other will be either the doctor, telephone operator, or the ambulance service operator. This is the situation: You have just returned home from work to find your child's face flushed and red, eyes watery, and with a fever of 102 degrees Fahrenheit. Role play how you would call for help. (*Have two toy telephones available for role playing and allow a few minutes for this activity.*) What information do you need to give the service providers when calling for help?

- (1. Tell who you are and your relationship to the child.
2. Give the location of the child. This includes the house number, street number, community road number, and nearest landmarks. A brief description of the house and yard may be helpful.
3. Describe the condition of the child and what happened.
4. Request the kind of help you think is needed.)

Keep emergency telephone numbers where you can find them quickly. Suggestions of numbers you may want to keep are given in the booklet.

PARENTAL FEELINGS

Who has had a seriously ill child and will be willing to share something about the experience? (*Wait until a volunteer has related an experience.*) Can you express how you felt through all of this? (*Help parents see that these feelings are normal and all right.*) What are ways to cope with feelings when a child is ill?

FIRST AID

The family's first aid kit should always be available. It is important to know what you should or should not do. Incorrect handling or improper medical treatment can cause further injury.

Supplies for a first aid kit should include:

- Water-soluble lubricating jelly
- Adhesive tape
- Absorbent cotton
- Gauze squares and bandages
- Scissors
- Tweezers
- Thermometer
- Antiseptic for cuts and scratches
- Aspirin
- Syrup of Ipecac to induce vomiting

First aid classes are probably offered in your community. You may also wish to enroll in courses that teach CPR (*Cardiopulmonary Resuscitation*) and Heimlich Maneuver.

ACTIVITY 6

IMMUNIZATIONS

Vaccinations and shots protect against seven childhood diseases—tetanus, diphtheria, whooping cough, polio, measles, rubella (*German measles*), and mumps. The American Academy of Pediatrics has a recommended immunization program. Contact your doctor or the County Department of Health and Environmental Control for the schedule. It is important that a record be kept of each child's immunization. Both doctors and parents should keep these records.

In the leaflet, place an x by the seven diseases that the American Academy of Pediatrics recommends a child be immunized against.

- | | |
|-----------------------|-------------------|
| ...x.. Polio | ...x.. Rubella |
| ...x.. Measles | ...x.. Mumps |
| ...x.. Whooping Cough | Chicken Pox |
| ...x.. Tetanus | ...x.. Diphtheria |
| Colds | Diarrhea |

DENTAL HEALTH

A baby's first tooth usually arrives between the sixth and eighth month. Teeth grow in a patterned sequence. The two in the lower front appear first and are soon matched by the pair above them. The greatest threat to these young teeth is the practice of putting baby to bed with a bottle of milk or juice. Teeth are exposed to harmful bacteria for long periods as baby sleeps with the last swallow still in the mouth.

Dentists advise brushing teeth as soon as the first eight are in place. A soft brush with a little toothpaste will start toddlers on a habit of good tooth care. They can be taught about flossing around age three.

Dental visits should begin during the second year. Even without dental problems, get acquainted with the dentist early and get started on a program of preventive dental care.

The quality of a person's teeth depends on diet, genetics, and regular attention. Brushing, flossing, dental visits, and diet directly influence tooth quality.

(Borrow model from dentist to demonstrate brushing of young children's teeth.)

SLEEP NEEDS

Children vary in their sleep needs from birth. By six months, most babies sleep 12 hours a night and take a nap in the morning and afternoon. Actually, time in the crib may total 16 to 18 hours. By three or four years, they may continue sleeping 12 hours at night and two more in the afternoon.

Good sleep habits promote both health and well being. Children who do not sleep enough become cranky, short-tempered, and are likely to get ill. Part of a child's routine for good health should be a consistent bedtime.

CLOTHING FOR HEALTH

Children's clothing should provide for freedom of movement and allow for growth, but they should not be so large that they cause awkward movements, for example, tripping or catching on toys.

(Have a display of several articles of clothing that would grow with children and be safe and comfortable. Borrow from children's shops, department stores.)

PARENTS AND SAFETY

Parents are the first and most effective persons in teaching safety awareness. Children should be kept safe by removing hazards from their environment, not by limiting their freedom to explore.

Because it takes time for a child to learn self-protection, parents can do three important things to reduce the risk of accidental injury.

1. Supervise and maintain watch over young children at all times.
2. Provide a child-proof environment by removing potential hazards.
3. Set an example of safe habits children can imitate.

ACTIVITY 7

ENVIRONMENTAL SAFETY

Let us form a circle to become more safety conscious. When the ball comes to you, call out a safety hazard for a young child. We want to name all the dangers for children we possibly can. Think of ways children you know have been hurt. *(Use a lightweight, medium-size ball. Throw the ball to someone in circle. The person receiving the ball is to give an environmental safety suggestion, for example, dispose of old medicine by flushing it down the toilet. This person passes ball to another person in circle who gives another environmental safety suggestion. Continue until a number of suggestions are given. Then sit down and review the list in the section of the leaflet called "Environmental Safety.")*

ENVIRONMENTAL SAFETY

Keeping children safe is important. Babies put things in their mouths; toddlers climb stairs; preschoolers may be fascinated by water; older children run, hide, and disappear.

Children are not aware of the dangers of stairs, electric outlets, or poisons. They must be protected from accidents that their exploring can cause.

Lock cabinets that contain breakables, sharp objects, household cleaners, chemicals, medicines, poisonous substances, and personal care items. If not locked, keep children away.

Children love to climb. Stairs, tables, and any large object are inviting. Install gates at the bottom and top of stairs until children can climb safely. Make sure tables are sturdy.

Since young children discover their environment by tasting and testing, any substance a child might consume—from cleaning fluids to house plants—should be kept out of reach.

Keep plastic bags and other smooth enveloping fabrics in safe places. They could suffocate a young child.

Cover electrical outlets with dummy plugs.

Keep sewing machine supplies, including pins, needles, and buttons, out of reach.

Keep electrical cords beyond reach of young children. Turn pot handles toward back of range. Never leave iron unattended.

Put guards on windows and secure screens.

Lock deep freezers. Keep large luggage away from children.

Attach rugs firmly to floors.

Keep matches in locked cabinets. Children are fascinated with fire.

Never place lighter fluid, kerosene, paints or solvents in cups or glasses, soft drink bottles, or other containers normally used for food and drink. Label everything.

See that free-standing heaters or radiators have ventilated, cabinet-type covers or fences around them to safeguard children from burns.

Practice fire drills for evacuating the home or apartment with all family members. A designated meeting place should be established outside.

The general safety checks mentioned are not intended to be an all inclusive checklist, but they are simply intended to stimulate your thinking as you inspect your home for possible dangers.

POISON

Know what to do in poison emergencies. Quick action is necessary since the longer the person is exposed to the poison, the more damage it does. If you are not sure what to do, call the poison control center or a physician immediately. Describe the situation and read poison container labels to doctor. Know the signs of poisoning: odor on breath, abnormal behavior, excessive stimulation in child's activity, drowsiness, breathing rate, convulsions, dizziness, and burns on hand and mouth.

If poisoning does occur, keep calm. Phone physician or nearest hospital or Poison Control Center at 1-800-922-1117.

ACTIVITY 8**POISON SCAVENGER HUNT**

In every home there are many poisons. Some are colorful. Many are in attractively designed containers that are visually reaching out and sending the mental message, "Select Me, Try Me!"

Let us go on a make-believe scavenger hunt through your home. In five minutes, with your partner, see how many different kinds of poisons you can list.

(Tape lists on wall for everyone to view and discuss.)

What can you do to keep young children from getting into these poisons?

TOY SAFETY

Choose toys with smooth, rounded edges, free of sharp points and rough edges. A toy should be too large to swallow, but small enough to handle. A baby's fist is a good guide for size since it is too large to go all the way into the baby's mouth. Check the toy to see that there are no small parts that can come off (such as eyes on animals).

Choose toys that are washable and can be kept clean. Choose toys that can be chewed on and dropped.

Choose toys suitable for the age and developmental ability of the child.

Toys that have many uses, such as blocks, balls, spools, and boxes, are good choices.

Provide some storage that is easily accessible to young children. Encourage toddlers to put toys back on storage shelves or in boxes.

(Display safe toys that have varied uses. Consider balls, blocks, boxes, wagon, etc. Display by age groups - infants, toddlers, and preschoolers. Or you may decide to display unsafe toys and explain why they are unsafe.)

(Hand out the toy safety leaflets: Toy and Trouble Makers, Consumer Products Safety Commission; or Selecting Toys for Children, Clemson University Cooperative Extension Service.)

EQUIPMENT SAFETY

Select equipment that is sturdy and stable, with properly operating latches. It should have no exposed screws or sharp edges.

(Display resource notebook "Talk On Toddler Safety" sponsored by S.C. Extension Homemakers Council in cooperation with Clemson Cooperative Extension Service. If room permits, spread out learning cards (8½ x 11) for easy visibility. Transparency masters are in notebook for teaching equipment safety.)

SAFETY CARRIER SEATS

(Have available information on loaner programs in area and examples of carrier seats. Discuss.)

INFANT SAFETY

Infants are totally dependent upon adults to keep them safe. Remember, an infant can fall off a table, bed, or couch. Never leave an infant unattended in the bathtub. Protect infants from small brothers and sisters.

Select cribs with slats no more than $2\frac{3}{8}$ inches apart. Corner posts should be no higher than $\frac{1}{8}$ of an inch to prevent entanglement of clothing or cords around the neck. Make sure there are no cutouts in the head and foot boards that allow head entrapment. Make sure all screws or bolts are secure components of crib.

To prevent entanglement, crib toys should have no strings longer than 12 inches. Keep sharp objects out of crib and playpen. Never use pillows in an infant's crib.

PERSONAL SAFETY

It is important that you prepare your young children for interaction with strangers. Incorporate in your play appropriate responses for decisions that little ones must make if approached by a stranger. Teach them to:

- Talk only to people they know
- Always play with a "buddy"
- Never take gifts from strangers
- Find a safe home in the neighborhood
- Dial the operator when emergencies arise and give their name, address, and telephone number
- Dial your number including area code
- Keep a stranger from coming in the house
- Avoid letting anyone touch them in a way they do not like
- Use a code word to be used only when they are to go with someone who knows the code word

Accompany children when they are using public restrooms. Teach additional cleanliness protection measures at these times. Personal child safety is also a concern. Many children have been molested in public facilities. Young children should be prevented from entering the street or public sidewalk unless accompanied by an adult.

ACTIVITY 9

HOMEWORK

Teach your three-or four-year-old your address.

SUMMARY

Pain and trouble can be avoided by keeping you and your family safe and healthy. See that your family members go to the doctor for regular check-ups, that they get enough sleep and exercise, that they eat nutritiously, and that they are safety conscious.

ADDITIONAL HELPS AND REFERENCES

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Car safety seats. Columbia, SC: Department of Health and Environmental Control.

Family medical record. (1980). 125 Mamaroneck White Plains, NY: National Foundation - March of Dimes.

Foster, J. (1985). *Creative living*. Peoria: Bennett and McKnight.

Immunization card. (1987). Columbia, SC: Department of Health and Environmental Control.

Palmetto poison control center. Columbia, SC: University of South Carolina.

Poison education materials. 60 Eight Street SW: Atlanta, GA

Roberts, D., Branun, K., Otherson, H., & Horsick, T. (1986). *Burns, scalds, and first aid information leaflet #27*. Clemson: Cooperative Extension Service.

Tots - Talk on toddler safety. (1986). Clemson, SC: SC Extension Homemakers Council.

Your baby's safety - The important first year. (1985). Columbus, OH: Ross Laboratories.

Wiggins, E. (1986). *Selecting toys for children*. Clemson University: Cooperative Extension Service.

Immunization card. DHEC Supply Room, 2600 Bull Street, Columbia, SC 29201. Ask for card # DHEC 1128-8/87. Telephone 734-5118.

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ADAPTABILITY: COPING WITH PARENTING

LESSON 7 IN A SERIES OF 9

OBJECTIVES:

Parents will be able to:

- define stress.
- identify stressors.
- prevent or reduce stress.

MATERIALS

Pencils

- Leaflet 7 for each participant
- Overhead projector
- Posters
- Blank sheets of paper
- Chalkboard
- Chalk
- Name tags

ACTIVITY 1

SHARING TIME

Find a person in the room who has the same number of children as you to be your partner for this lesson. (*Allow time for participants to choose partners.*) Share the results of the assignment from the last session. (*Allow another few minutes.*) What questions do you have about the assignment? Would someone who was successful with the homework share what happened? (*Allow time for a short discussion.*)

INTRODUCTION TO LESSON

Just how difficult is the task of raising children? What are the stressors of parenting? Let me share a typical example with you.

"I was a typical morning down at the home place.
I hurried about with no smile on my face.

The kids were wild and running about.
The dog couldn't decide to stay in or to stay out.

My sweet little Blair had a cold in her nose,
And I just discovered a run in my hose.

My oldest, named Verne, said with innocent glee,
"You've got to meet with my teacher at three."

The phone started ringing, the doorbell did too,
Then husband, Clarence, said: "I'm sick with the flu."
The TV was blaring from coast to coast,
And there I was running from pillow to post.

I smelled the toast burning and so was the ham,
And the children were covering the table with jam.

I then grabbed the corn flakes and we ate real fast,
And before we could stop it, the school bus sped past.

Sometimes we all wonder how we can arrive,
At the end of the day and still be alive.
Won't somebody out there,
Please send me some hope,
And tell me, yes tell me, **JUST HOW I CAN COPE!**
Gloria Quick, Marlboro County

You as a parent have probably been in many stress-producing situations, but perhaps you did not think of them in terms of stress. Stress is as inevitable as death and taxes. It is created by change. It does not matter whether the change is desired or unwanted. Situations that threaten our emotional safety or welfare cause stress. Stress can also be caused by too many events in our lives or by boredom.

Parents who have children living at home appear to be under more stress than young couples who do not have children or parents whose children are no longer living at home. That parenthood produces stress has been indicated by many surveys.

Stresses related to parenting can be grouped in these three major areas: **physical**, **psychological**, and **financial**. Of course, stress experiences will vary according to the mix and overlap of time and to the nature of the person involved.

This lesson has been designed to help parents understand stress and stressors of everyday living. It will also help parents learn coping strategies.

WHAT IS STRESS?

(*Show poster 1.*) Stress is the rate of wear and tear on our bodies caused by living. It is physical, mental, and chemical changes that our bodies undergo in response to demands in our lives. The sources of life's demands are endless. Who causes stress? Others. The environment. Ourselves.

A great deal can be done about the problem of stress through wise use of time. And for many of us, there never seems to be enough time to meet the demands of life. So, we feel stressed.

(*Show poster 2.*) Let us examine some of the **physical** stressors associated with parenting. Some examples are:

- Pregnancy
- Making room for baby
- Caring for babies and young children

Can you think of more physical stressors? Write them in Leaflet 7.

Some examples of **psychological** stressors are:

- Worrying about children
- Concern for safety and well-being of children
- Children's achievement

Are there others? Write them in Leaflet 7.

In North America, parents are viewed as being highly responsible for their children and what they become. Parenting gets difficult and stressful when children do not "measure up" to parental and community standards.

Some examples of **financial** stressors are:

- Expense of having children
In 1987, the direct cost of raising a child in the United States was estimated at \$108,615.
- Conflict between parents, and parents and children on how money should be spent.

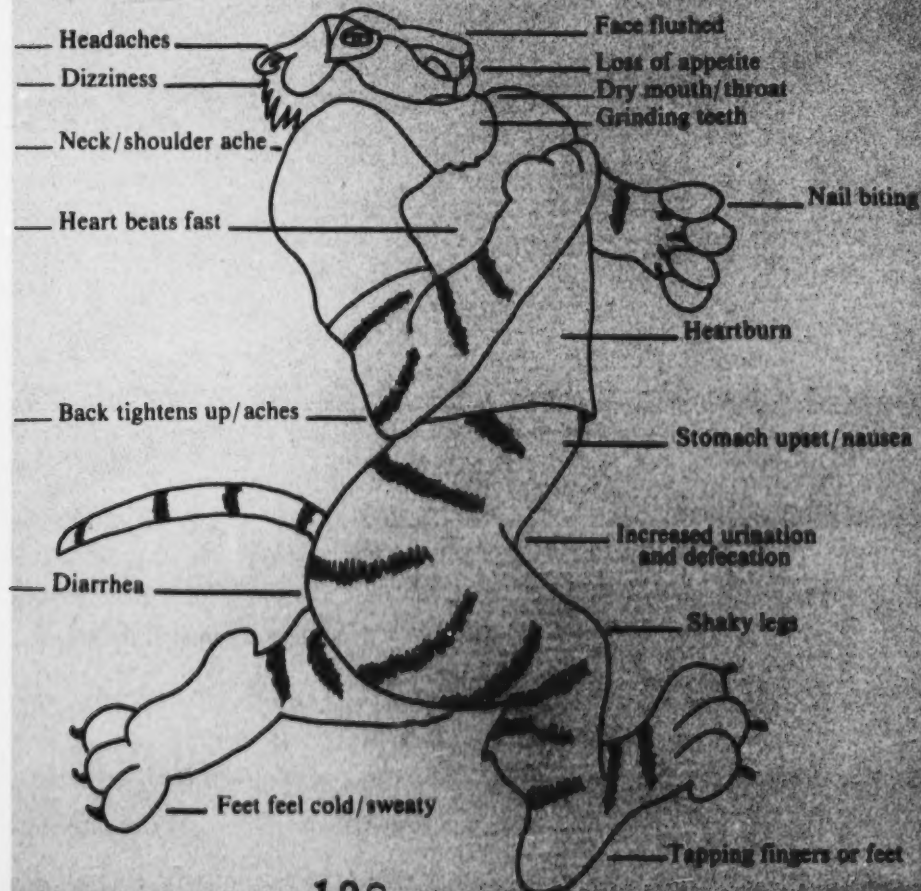
Can you suggest others? Write them in Leaflet 7.

ACTIVITY 2

PERSONAL STRESS SYMPTOMS

Often when people are under stress, their bodies react to excess energy and tension. In Leaflet 7, see the section "Stressed Tiger." Place a "✓" by those items that apply to you and occur in your life frequently or regularly. Place an "X" before those that occur only occasionally. What did you discover about yourself? (Allow time for the activity and for discussion.)

STRESSED TIGER



☐ Crying
☐ Depression
☐ Increased smoking
☐ Restlessness, fidgeting
☐ Feeling exhausted/fatigued
☐ Drug/alcohol misuse

☐ Withdrawing from people
☐ Aggression
☐ Boredom
☐ Can't concentrate
☐ Sleeping more than normal
 or going to bed to escape
☐ Inability to sleep

More and more is being learned about the effects of stress. The list of diseases thought to be related to stress is endless and includes: ulcers, allergies, colitis, asthma, migraine headaches, strokes, and even the common cold.

Has your stress level ever become so high that you became: Forgetful? Moody? Helpless? Upset? Emotionally out of control?

LEVELS OF STRESS

(Show poster 3.) There is a stress level where parents can live and work easily and happily—where you can do your best. There is also a level where you feel the wear and tear of stress—and where you are bored, make mistakes, are not interested in your family, work, or friends. Most people experience all levels of stress over a lifetime.

The main goal is to remain at the level where you function best. If you cannot do this, you may pay a steep price. If you have any of the following symptoms for a week or more and they are not normal for you, seek help.

- Blackness of mood: feeling despondent, powerless, hopeless, discouraged, fearful, worried, or irritated.
- Unusual sleep habits: sleeplessness or sleepiness.
- Little energy: tired feelings.
- Loss of physical efficiency.
- Loss of interest in familiar activities, including sex.
- Loss of mental efficiency: difficulty in concentrating, slow or mixed-up thinking.
- Low self-esteem and feelings of guilt and incompetency.
- Thoughts of death or suicide.

WHERE TO GO

(Show poster 4.)

If you or someone you know seems depressed by the symptoms in the leaflet, call your local mental health clinic for an appointment. At the clinic you will talk with a counselor, who may be able to help you find new ways to control or rearrange the stressors in your life. Often someone properly trained can see your situation more clearly and objectively than you can at the time. Some non-addictive medication may be prescribed on a temporary basis.

The cost of treatment is determined by your income. Four dollars is the least amount ever charged; yet no one is turned away. Some medical insurance policies will pay half of the cost.

ACTIVITY 3a

(Optional)

STRESS PREVENTION

How do you manage stress in your life? Please call out some ways and I will write them on the chalkboard. (Write everything exactly as it is said. Give praise and communicate the idea that the group already knows some excellent coping strategies.)

ACTIVITY 3b

(Optional)

PARENT COPING SKILLS BINGO

Find someone who participated in one of the activities in Leaflet 7 regularly as a means of relaxation. Ask that person to sign his name in the appropriate box. Try to find a different person for each activity. Fill in the center square with your favorite relaxation activity.

Taking a walk	Listening to music	Taking a nap
Reading a favorite book		Working in the yard
Cooking	Playing with child/children	Enjoying a craft

ADDITIONAL WAYS TO MANAGE STRESS

Here are 12 additional ways to manage stress. (*Show poster 5.*)

1. Exercise*
2. Recognize/accept your limits.
3. Balance work/recreation.
4. Develop a sense of humor.
5. Be empathetic/forgiving.
6. Be positive/optimistic.
7. Be flexible.
8. Accept what you cannot change.
9. Develop friendships.
10. Relax.
11. Establish routines.
12. Plan

*Exercising vigorously at least three times per week for 30 minutes is one of the best methods of managing stress. Have a doctor's okay before starting an exercise program and start gradually.

ARE YOU IN CONTROL?

In short, you can manage your life, and your time, so that you can be able to resist stress damage.

Basically, you either believe you are in control of your life and you are responsible for what happens or you do not. When you are not in control, you probably find yourself reacting to situations, people, and pressures you think have been put on you by others.

Or you may believe you are in total control; that you shape your life, time, and destiny.

Or you may be somewhere in the middle — sometimes in control, sometimes not.

Just remember, if you are a capable adult, you have a sense of internal control. Life is what you make it and not just something that happens to you. It is better to live by "design" than by "drift."

That the birds of worry and care fly
above your head, this you cannot change,
but...
that they build nests in your hair, this
you can prevent.

Lao Tse, Chinese Philosopher

TIME MANAGEMENT AND STRESS

One other important skill in reducing the effect daily stressors have on our physical systems is to learn to manage time. However, (*show poster 7*) time management has extremes. At one end is the spendthrift. Spendthrifts use up time without accomplishing much in work, play, or life. On the other end is the person who is the task master. Task masters are often overly organized, overly efficient—perfectionists.

For both of these extremes, the goal of wise time use has been missed. Effectiveness is doing the right job—doing the right activity at the right time for the right reason. Efficient time use is doing the right job right. Efficient and effective time use is achieved by the person who can separate the important from the unimportant, who can identify and work toward goals based on:

- Realizing what is important
- Setting priorities
- Planning
- Getting organized
- Remaining flexible to change

"Time is Life.... You only live once"

EFFICIENT/EFFECTIVE TIME MANAGEMENT

(*Show poster 8*)

To reduce stress the goal is to be efficient and effective users of time. Let us think about nine things you can do to manage time better and cut down on stress.

1. Organize yourself

- Think about your life...what you want to do, ought to do, must do, and why
- Put first things first
- Study tasks you have to do and possibly:

...eliminate	...modify	...exchange
...combine	...substitute	...dovetail

2. Overhaul your environment

- Look critically at where you live, work, and play
- What must go, be added, or changed?
- Consider:
 - ...equipment and supplies
 - ...habits and customs
 - ...attitudes

3. Reduce procrastination

Examples:

- Putting off starting because of lack of interest
 - Linger over coffee, cokes, or cigarettes
 - Socializing before and between tasks
 - Doing one thing when you should be doing another
 - Feeling overwhelmed by size of the job
- Procrastination results in bad attitudes, jobs taking longer, others questioning your dependability and reliability

4. Learn to say "NO"

Think about times you have tried to do too many tasks in relation to your time and energy. Learn to say "NO." Think about:

- How much time is needed for the job
- Does it fit into your priorities/schedule
- What will happen if you say "no"
- Who else can/will do the job

5. Watch your tempo/mood

Are there times when you accomplish much and other times when you are not able to do anything? Consider the time of day, week, etc., when you are at your best and learn:

- When to push, do more, work faster
- When to hold back, slow down, stop
- To ask "Is this the best possible use of my time and energy?"

6. Stretch time

Ask yourself if everything you need or want to do has to be done by you in the way you have always done it? Consider using:

- telephones for information
- postal service to order, communicate, inform
- hired help
- trading services
- proper equipment

7. Allow time off

What was your best day like? What did you do? How did you feel? Chances are the best days of your life:

- allowed time for rest/relaxation
- had space for interruptions, mishaps, the unexpected
- contained time for thinking and doing.

Chances are these days were not stressful. Chances are they were days when you managed your time well.

8. Teach your child as you do normal routine tasks

- see "Making Special Time For Your Child" in Lesson 2

9. Encourage young children to help you

—a four-year-old can:

- empty small trash cans into a larger one
- put up own toys
- make up own bed
- hang up own clothes, if rod is low enough
- help prepare lunch
- fold clothes
- put up magazines
- dust

ACTIVITY 4

TIMED TASKS

Directions: With your partner, add at least two tasks that you do as a parent to each time frame given in the leaflet.

Here is a list of quick household tasks which, if kept handy, may inspire you to try doing them when you have a few minutes. Timing is about average, if you work reasonably fast. The list is not complete, but it is meant to indicate that not everything has to be a big project. Many things can be done in much shorter time than you think. By using spare minutes here and there for household tasks, you can have more time to do fun things with your child, like reading a short story.

20-Minute Tasks

- Wash bathroom fixtures, polish faucets, wash bathroom floor
- Wash fingermarks off woodwork in two or three rooms
- Take down draperies at one window, tumble-dust in dryer, replace at window
- Wash all window sills

15-Minute Tasks

- Vacuum mattress and bedspring
- Vacuum and dust pictures, light fixtures, and lamps
- Clean dust from grill and blades of an electric fan
- Before going to bed, spark up living room: empty ash trays, pick up newspapers, magazines, dust furniture, lamps, run carpet sweeper over areas to remove surface litter, plump pillows

10-Minute Tasks

- Change sheets and make a bed
- Package bacon in portions for the freezer
- Remove things from bottom of closet. Sweep, mop, or vacuum floor, return things to closet
- Clean and polish one piece of furniture
- Remove utensils, wash drawer, replace utensils in kitchen drawer
- Make out shopping list
- Organize child's closet or toy box

5-Minute Tasks

- Set table for next meal
- Wipe finger marks off doors of kitchen cabinets and refrigerator
- Wipe off spots on range, remove, wash, dry, and return reflector pans
- Make bed in morning
- Package chops, hamburgers, frankfurters for the food freezer
- Set automatic coffee maker, plug into timed outlet of range, and set automatic clock
- Remove crumbs from and polish toaster
- Fold baby clothes
- Prepare afternoon snack for child

ACTIVITY 5

TEN THINGS I AM

A mature person clearly understands his/her roles. This activity will help you put your roles in the best order for you.

Write 10 roles, one each on 10 small pieces of paper. Choose from these roles and others:

friend	brother	uncle	church member	
best friend	South Carolinian	sister	freshman	housekeeper
rival	student	cousin	senior	cyclist
neighbor	son	niece	employee	athlete
young man	daughter	nephew	buyer	musician
young woman	grandchild	aunt	horseman	animal keeper
housekeeper	home manager	cook	farmer	parent
father	mother	wife	husband	lover

Now choose the three most important roles that you are filling. Place the other seven roles in an envelope. They may be important later.

Next, arrange the three most important ones in order of importance to you.

If you perform this activity ten years from now, two years from now, or even two weeks from now, you may have different roles. These are not permanent, but they are important. Right now you will like yourself better if you try to do best those activities that involve you in your most important role. For example, if your three important roles were: (1) wife, (2) parent, and (3) teacher, in that order, you would be happier making the greatest effort at your marriage relationship, yet arranging to have time for improving parenting and activities related to teaching.

Variation

Use paper plates instead of small pieces of paper. Tape your 10 plates to you. Throw off all but the three most important ones. Arrange those three in order of priority to you. You and your spouse may decide to divide one plate and let each wear half.

If you can remember during your lifetime to stop every now and then to figure out your most important roles at that particular time, you will surely have greater control of your life.

TIME AND ROLE CONFLICTS

Each of us fills many roles, as the last activity indicated. We may be spouse, employee, friend, etc. in addition to parent. The demands of our roles place pressure on us, causing conflict or stress.

(Show poster 9)

Spousal Time

Getting married is easy. Being a husband or wife is not. Marriage involves commitment to make time for each other. Time is needed for living, loving, and caring for one another. Take time for each other and you will reduce stress and conflict.

Employment Time

There are time conflicts with having a job. Usually a job means certain sacrifices or trade-offs must be made by you and your family. These are some of the costs of your job. When all the adults in the family work, changes must be made in schedules. Who will do the housework? Run errands? Pick up or deliver children? And when?

Parenting Time

Have you ever tried to name all the jobs that come with being a parent? The list is endless. Time is probably the resource most demanded of parents. Children need time for loving, teaching, and disciplining.

For a busy parent, the goal is to make every minute count. Use time for dual purposes—being together getting other tasks done. Use your time together well to help you cope.

Time for Self

What about your time as a person? Do you ever feel there is no time for “me?” Sure you do! So make time for yourself. You are important. When you take time for “you,” you feel better; you are less stressed.

Set aside a little time each day just for you to renew your energy, your body, your spirit. Block out some time for rest, exercise, or something you like to do.

PLAN WHEN YOU WILL HAVE CHILDREN

You may have or want to have more than one child. Research shows us that, if possible, it is good to space children with three years, or thereabouts, between children. This gives time for each child to be the baby, energy enough for you to do all the teaching and tending that you need to do, and time to enjoy your children. There is much to be accomplished during the first three years, and one at a time makes parenting less stressful.

ACTIVITY 6

HOMEWORK

Encourage your three or four-year-old to put
dirty clothes in the correct place.

SUMMARY

In this lesson we have considered some of the causes of stress and have discussed some ways to reduce stress through good use of time. You are encouraged to establish routines and to find effective ways of doing what has to be done in your giant role as a parent. You are challenged to see beyond the drudgery to the fulfillment of parenthood, for you are fulfilling one of life's most important and rewarding tasks.

“There is time for all your cooking,
There is time for all cleaning too,
There is time to keep good looking,
And to make your dreams come true.
There is time for care of children,
There is time for washing, ironing,
There is time for recreation,
If you wisely do your planning.”

Author unknown

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WHAT IS STRESS?

Wear and Tear on the Body

Physical
Mental
Chemical



Changes

Caused By:



Others
Ourselves
Environment

TYPES OF PARENTING STRESSORS

Physical
Psychological
Financial

LEVELS OF STRESS

Level 1 Live and Work Easily
and Happily.

Level 2 Feel the Wear and Tear
of Stress.

Level 3 Beware!

SEEK HELP

**CONTACT LOCAL
MENTAL HEALTH
CLINIC**

12 WAYS TO HANDLE STRESS

1. Exercise.
2. Recognize and accept your limits.
3. Balance work and recreation.
4. Develop a sense of humor.
5. Be empathetic and forgiving.
6. Be positive and optimistic.
7. Learn flexibility.
8. Accept what you cannot change.
9. Develop friendships.
10. Learn to relax.
11. Establish routines.
12. Learn to plan.

That the birds of worry and care fly
above your head, this you cannot
change, but...

That they build nests in your
hair, this you can prevent.

Lao Tse
Chinese Philosopher

TIME MANAGEMENT

Effective Time User

Right Job, Right Activity, Right Time,
Right Reason.

Efficient Time User

Doing Right Job, Right.

Efficient/Effective Time User

Separating important from unimportant.
Identify and work toward goal based on:

1. Deciding what is important
2. Setting priorities
3. Planning
4. Getting organized
5. Remaining flexible to change.

TO BE EFFICIENT/EFFECTIVE USER OF TIME

1. Organize Yourself
2. Overhaul Your Environment
3. Reduce Procrastination.
4. Learn To Say "NO."
5. Watch Your Tempo and Mood.
6. Stretch Time.
7. Allow Time Off.

SUGGESTIONS FOR TIME CONFLICTS

SPOUSAL TIME

Take time and make time for each other..

EMPLOYMENT TIME

Involve family members (housework, errand, etc.)

Change schedule.

PARENTING TIME

Make every minute count.

Use time for dual purposes.

TIME FOR SELF

Set aside time each day for self.

Rest.

Exercise.

Do something you like to do.

LISTENING: COMMUNICATING WITH CHILDREN

LESSON 8 IN A SERIES OF 9

OBJECTIVES

Parents will:

- increase their awareness of the importance of effective communication.
- improve their communication skills with young children.

MATERIALS

- Leaflet 8 for each participant
- Numbers to draw for partner
- Written instructions for Activity 2
- Chalkboard
- Chalk
- Pencils
- Name tags

ACTIVITY 1

SHARING TIME

Draw a number out of this bowl to discover who will be your partner during this session. (*Have pairs of numbers made ahead of time so you can adjust according to number of parents attending. Invite participants to draw a number and move to sit next to their partner.*) Now talk with your partner about asking your child to make up his own bed this week. (*Allow a few minutes for discussion between pairs.*) Are there any questions? Would anyone be willing to share an experience of the week with the whole group? (*If no one volunteers right away, wait a few minutes to make sure no one wants to talk. Demonstrate the skills in this lesson when people share, such as recognizing and accepting feelings. If the discussion starts to get lengthy, announce that you will only have time to hear from one or two more people. Start the new lesson as soon as two more people have shared.*)

INTRODUCTION

If a parent is asked if he communicates with his child, usually he will respond, "Sure, I talk to the child." The parent has probably hit the nail on the head with this answer. Unfortunately, the communication between parent and child is often one way, with the parent directing, correcting, nagging, reminding, threatening, and cajoling, lecturing, questioning, evaluating, probing, and ridiculing. If this is so, the child seldom has an opportunity to communicate his feelings or point of view. This lesson will help you learn how to listen to children effectively as well as how to talk to them.

ACTIVITY 2

LISTENING TO EACH OTHER

Listening to a child is one of the most important parts of communicating with her. Listening to a child makes her feel that speech is important, it encourages her to practice language skills, and shows her that she is cared about. When an adult turns away from a child and does not listen, the child feels unimportant and alone. Adults are not very different from children. Watch what happens when grown-ups try to talk.

(Give two participants written instructions for this demonstration. Don't let them see each other's instructions. Seat the two characters, a listener and a speaker, facing each other. The instructions are:

Speaker—Tell about an event or thing that is very important to you, such as something one of your children did that pleased you, your latest project, or an illness you have had. Make sure that the listener understands everything about what you are saying.

Listener—Do not listen well. Look away from the speaker. Appear bored and impatient. Look for something in your pocket or purse.

Give two more participants instructions:

Speaker—Same as first speaker.

Listener—Be interested in what the other person is saying and do your best to listen well.

Call for applause for the actors. Then, ask the parents to contrast the two listeners. For a variation of this activity, you may invite each pair in the room to do the speaking and listening activity. The advantage of this variation is that everyone will be actively involved. However, it is harder to give the instructions out to everyone and there is more confusion if everyone is talking at the same time.) How hard do you try to listen to your child?

ACTIVITY 3

WAYS TO LISTEN

We will make a list of tips for good listening skills now. Call out some as I write them down. *(On a chalkboard make a list of good listening skills as the participants call them out. Give praise to the group. Some examples of ways to listen are:*

Maintain good eye contact.

Avoid doing anything else.

Avoid interruptions.

Do not complete the child's sentences.

Do not offer easy suggestions.

Do not act like you already know about the problem.

After a list has been constructed, give praise to the group for helping you.)

Very good. We can add others as we go along.

STYLES OF COMMUNICATION

Most parents love their children, and as they should, most parents often tell their children that they love them. Nevertheless, sometimes the way parents communicate with a child all the rest of the time, makes the child feel anything but loved. The communication styles that are listed in Leaflet 8, which Dinkmeyer identified, probably do not communicate love to the child. We will consider these now.

Commander-General Style - This parent allows no alternatives, keeps things well under control, and does not permit the expression of negative feelings. The message this parent gives to the child causes the child to feel resentful, rejected, and hostile. This style sends the message that only the commander-general has any rights and that the child has none. The commander-general uses threats and orders to keep things under his control.

Parent Psychologist - This parent tries to understand the problem by asking questions. He needs to find out all the details to set the child straight.

The Judge - This parent pronounces the child guilty before the verdict has been reached. She wants to prove that once again the child is wrong and she is right.

The Preacher - This style is also known as the teacher style. Lectures are given that often include moralizing about the issue. For example, the preacher might start with "you should...." or "you ought not to...."

The Cynic - This parent uses much sarcasm to make fun or to belittle the receiver. For example, a parent might say, "That's great, son," when a child falls down. The tools of the cynic are name-calling, jokes at the child's expense, and hurt feelings.

You may be wondering why the above styles of parenting are wrong. Your parents may have used one of them in rearing you and you turned out all right. The answer is that the above styles do not help the young child to become trusting, to have initiative to do things on her own, or to work hard at projects. For example, if your child breaks a cup, is it more helpful to call her careless and clumsy or to tell her where the broom and dustpan are?

In fact, the above styles of communicating with children do not help a child improve skills or learn to solve problems. Instead they will cause the child to feel inadequate and unacceptable. These styles may make an obedient child. Had you rather your child sit on the back row in the first grade class room with his thumb in his mouth because you used the above styles to make him obedient or had you rather he sit on the front row with his hand up, eager to answer the teacher's questions or volunteer for a task? This lesson will help you learn how to communicate with your young child without using any of the above styles. In the next section the reasons for communicating effectively will also be considered.

WHY DO PARENTS COMMUNICATE WITH THEIR CHILDREN?

Why is communicating with your child so important? (*Pause for discussion. Acknowledge every response with a "thank you for sharing" or some other form of praise. There are no wrong responses. Listen carefully to each person to gain knowledge about attitudes of individuals.*)

Researchers and child-rearing specialists tell us that parents have the responsibility of rearing children who will turn into capable adults. Communication is the means to do so. (*Go over the following list also in the leaflet.*)

Parents communicate with their children to:

- motivate the child to improve.
- encourage the child to learn how to solve her own problems.
- encourage the child to speak and increase her language skills.
- give the child experience in getting her point across.
- help the formation of the child's judgmental skills.
- enhance the child's self-concept.
- show the child that the parent understands what the child is talking about.
- let the child know that her feelings are okay.

FIVE MAIN LISTENING SKILLS

There are five main listening skills that parents can use to listen more effectively. (*Go over list in leaflet.*) They are:

1. Maintaining eye contact
2. Using attentive body language
3. Remaining calm
4. Recognizing and accepting the child's feelings
5. Giving positive feedback

MAINTAINING EYE CONTACT

Look directly at the child most of the time, glancing away once in a while so he will not feel that you are staring. Bend or squat down so your eyes will be on the level with the child's.

ACTIVITY 4

EYE CONTACT

Let's try an experiment. Decide which of you, you or your partner, will be A and who will be B. (*Allow time for partners to decide.*) When I give the word I would like the A's to kneel. When you get down on your knees, tell B the story of "The Three Bears." The B's are to stand up. Ready? Start. (*Allow time for this to happen. Let every A at least get part of the story told.*) Now A's and B's switch. (*Again, allow some time.*)

While you were an A, did you wish B was on your level? Did your neck get tired? Did you feel intimidated? And so it is with children when they try to listen to great big adults.

USING ATTENTIVE BODY LANGUAGE

We just explored the listening skill of maintaining eye contact. Let us consider attentive body language next. To talk or listen to a child, lean slightly toward the child placing your hands and arms on the side of you next to the child. (*Demonstrate this to the participants.*)

REMAINING CALM

Often, the hardest part of listening is to stay calm. Try to focus on what the child did that has made you angry instead of being angry at the child. You might need to say to a four-year-old, "I am feeling upset. Please give me a few minutes to be alone." This will give you time to gain control of your anger.

RECOGNIZING AND ACCEPTING THE CHILD'S FEELINGS

When a child is upset and has a problem, one helpful technique is to simply describe how you think the child is feeling and encourage her to tell you if you are right. When a child is allowed to express bad feelings freely, they seem to disappear like magic. Hiding bad feelings is self-destructive. These feelings, if kept inside, can lead to self-hate, headaches, upset stomach, and violent actions.

A simple way to help a child get these feelings out is for you to fill in the blanks in this sentence:

You feel _____ because _____.

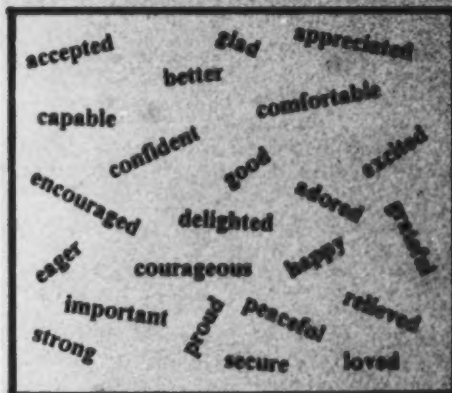
For example, "You feel *sad* because *your friend Mary is not here to play with today.*" By telling the child how you think she feels and why, you show her that you are tuned in to her feelings.

ACTIVITY 5

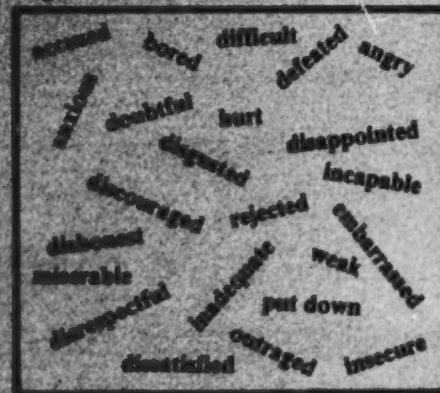
FEELING WORDS

Look at the list of feeling words in the leaflet. We will add to the list. Please call out some other feeling words to me now. (*Write the words on the chalkboard and help the group decide if they are negative or positive words.*)

Positive Words



Negative Words



A word of caution - be sure that you listen to the child's words and that you observe his body language. Sometimes slumped shoulders can tell you more about what the child is feeling than his words.

OTHER EXAMPLES OF USING THE FEELING WORDS TO FILL IN THE BLANKS:

This:

"You feel *lonely* because *John had to go home and you are alone now.*"

Instead of this:

"You are such a baby. Why don't you learn to play by yourself?"

This:

"You are mad because Sally broke your truck."

Instead of this:

"You shouldn't let the baby play with your toys. When will you ever learn to take care of your things?"

A word of caution - A parent can overuse this technique. It should not be used unless the parent has enough time to listen to the child.

By starting this process of recognizing and accepting the child's feelings early, you will be building a warm, caring relationship. The child will come to realize that you are trying to understand him. By letting the child solve some of his own problems, you are building self-confidence in the child. A child may think: "Mom must think I can solve this by myself. She gave me no orders or suggestions. Let's see what I can do on my own."

ACTIVITY 6**RECOGNIZING AND ACCEPTING FEELINGS**

In the leaflet there is an activity called Recognizing and Accepting Feelings to share with your partner. Please complete it together now.

Directions: Change the remarks that the parent made to ones that show that the parent recognizes and accepts feelings.

Child's Remark:	Parent's Response:	Examples of Better Responses:
I don't like spinach and I'm not gonna eat it.	You will at least take one bite of your spinach.	(You do not like spinach because it has an unusual taste.)
I can't do it!	You can do it! Just try.	(You feel afraid because you have never tried to climb the ladder to the sliding board.)
I'm not gonna play with her anymore.	Just forget it. You will be over it tomorrow.	(You feel angry because Mary broke your truck.)
She won't let me play.	Stop crying and play by yourself.	(You feel hurt because Sally won't let you play.)

(Go over some of the better responses that the partner has made. Give praise for particularly good ones.)

The responses you have given have acknowledged the child's right to his feelings by demonstrating that you, the listener, accepted what the child felt as well as what the child said. The responses you gave indicated that you, the listener, understood.

DOOR OPENERS

Another way to help the child express herself more clearly is to use door openers. Some examples are given in the leaflet. Let's look at them now. Door openers are invitations to say more, to share ideas and feelings. They let the child know that you are really listening, are interested, that what she has to say is important, and that you respect what she has to say. Here are some examples:

- "Tell me more."
- "I see."
- "Oh."
- "Say that again. I want to be sure I understand you."
- "Mm hmmm."
- "No kidding."
- "How about that."
- "That is interesting."
- "Really."
- "Is that right?"

Door openers help a child learn to express her point of view, get her thoughts together, and have confidence in her ideas. Parents who use door openers with four-year-olds probably will not have children who are shy first graders.

GIVING POSITIVE FEEDBACK

Children thrive on positive feedback. Kind words bring happy results. They give the child more self-confidence, help him to behave better, to try harder, and to achieve more. Here are examples of positive feedback.

1. "I like it when you put your toys back in the box."
2. "You were nice to get up and give Mrs. Jones your chair."
3. "Thank you very much."
4. "That really makes me feel good."
5. "I am lucky to have you for a son."
6. "I love you."
7. "It makes me feel good to hear you singing."

Research indicates three things about positive feedback:

- Parents need to use it more often than negative feedback.
- Parents need to show appreciation for their children's achievements.
- Parents need to let the child know that he is loved just for being himself. Positive feedback should be given at times other than when the child has accomplished something. Numbers 5 and 6 are examples of this. Or, "It is fun to be with you."

In the leaflet, blanks are provided to record examples of the positive feedback you give your child/children this week. Please be prepared to share some of them with the group.

CHOICES

Limit the young child's choices. For example, "Would you like to wear your blue shirt or your brown shirt?" not, "Which shirt would you like to wear?" Children can begin to make decisions early, but more than two choices may confuse people under four years of age.

IDEA

Parents will be wise to make requests of children simple. Just as it is hard for an adult to remember directions to a place without writing them down, it is hard for a child to remember more than one request at a time. For example, if a parent tells a three-year-old child to put the toys in the box, put the cat out, and wash her hands, the child may just go out with the cat.

USING "I MESSAGES"

Another communication technique to use with children is to use "I messages." "I messages" are statements of fact. They tell the child how his behavior makes the parent feel. Believe it or not, children often do not know how their parents feel or know how their behavior affects others. Examples of "I messages" are located in the leaflet.

"You messages"

You sure made a mess.
You're a pest.
You are stupid.
You got mud all over the kitchen floor.

"I messages"

I am willing to help you pick this stuff up now.
I don't feel like reading a story when I'm tired.
I don't understand.
I get upset when you put mud on my clean kitchen floor.

"I messages" give the child the responsibility to change his own behavior. For example a parent may say to her child, "I feel bad because the floor is muddy already and I just mopped it 10 minutes ago." A statement with this tone helps make the child feel responsible for cleaning his feet before coming in next time.

Rather than telling the child that he feels angry with the child, a wise parent will express to the child the emotion that came before the anger. For example, if Sally put extra things in the grocery cart when her parent wasn't looking, the parent could say, "I was embarrassed when I got to the check-out line to find extra items in the cart." It is not a good idea for the parent to tell the young child that the parent is mad or angry at her.

ACTIVITY 7

MARY AND THE CRAYONS

Read the story about Mary in the leaflet silently. Then, use "I messages" to improve the parent's response.

Three-year-old Mary wandered into her six-year-old brother's room and picked up his crayons. She made some marks on the sheet of paper on the floor and laughed with glee. Mary then decided to try the crayons on the white walls. She had created a large red spot when her mother discovered her in action. Mary's mother said, "Look what you've done! I can't let you out of my sight for a minute. You're nothing but trouble. I'm gonna spank you."

Mary's mother had every right to be upset. But what did she really do with her comments? In a few seconds she had told Mary that she was not to be trusted and that she was trouble. Mary probably felt puzzled, scared, and hurt.

Mary's mother did not mean to make Mary feel that bad. She was upset and wanted to make sure that Mary did not write on the walls again. She used "you messages." On the lines below the story in the leaflet, describe a better way Mary's mother could have handled the situation. Use "I messages."

(Examples are "I feel sorry that you have to clean the walls. Here is a pail with cloth, detergent, and water." "I will feel embarrassed when someone sees the red spot on the wall. We color on paper, not on the walls. Come in the kitchen and I will find some paper for you to use.")

Practice using "I messages" in these two situations.

Your four-year-old son has left his tricycle in the driveway.

(I feel bad when I have to stop the car, get out, and remove your tricycle from the driveway before I can drive into the garage. How can I help you remember to park it somewhere else?)

Your three-year-old son keeps pulling the cat's tail.

(I feel sorry for the kitty when you pull his tail. It hurts him just as much as it would hurt you if someone pulled your arm. I am going to put the kitty out for a while.)

TIP

Wise parents will get the young child's attention before talking to her.

ACTIVITY 8

HOMEWORK

Ask your three-or four-year-old to tell you about a trip he took without you or a story someone else read to him when you were not around. Listen as attentively as you can. Use "door openers."

SUMMARY

Try some of the listening and talking tips we have discussed before we meet again. It will not be easy to change old habits of communication, but practice makes perfect!

ADDITIONAL HELPS AND RESOURCES

Baby talk. (1986). Clemson University Cooperative Extension Service: Clemson, South Carolina 29634-0312.

Bower, D. and Darden, C. (1986). *The parent-aid series.* Georgia: Cooperative Extension Service.

Dinkmeyer, D. and McKay, G. (1976). *Parent's handbook.* Circle Pines, Minnesota: American Guidance Service, Inc.

Hamdorf, K. *Practical education for parenting.* Ohio: Cooperative Extension Service.

Schenck, B. *Winning ways to talk to young children.* Virginia: Cooperative Extension Service.

Footsteps teacher's manual part 1. (1979). Baltimore: University Park Press.

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SUPPORTS: SEEKING HELP

LESSON 9 IN A SERIES OF 9

OBJECTIVES:

Parents will:

- accept that everyone has problems
- learn problem-solving techniques
- realize that it is okay to ask for help with parenting concerns
- know where to go for help with problems related to parenting
- understand the importance of extended families and networks of friends as supports

MATERIALS

- Leaflet 9 for each participant
- Pencils
- Resource sheets
- Displays of agency materials
- Name tags

ACTIVITY 1

SHARING TIME

Choose a person who has not previously been your partner and share the results of the assignment from the last meeting. *(Allow time for discussion between partners and call for general discussion.)*

INTRODUCTION TO TODAY'S LESSON

Through the years people have depended on each other in times of need. Even though Americans have prided themselves in being self-sufficient, families and friends have reached out to each other in hard times. Families meet crises more successfully and recover from them more quickly when relatives, friends, and neighbors are available to support them. When families and friends can go into each other's kitchens freely, stress is reduced. One study of young mothers (Colletta, 1981) found that those with high levels of support were more affectionate, closer, and more positive with their children. Those with low levels of support were more hostile, indifferent, and rejecting of their children. Other research indicated that informal support systems just reduced the parental stress and did not really have an effect on parenting behaviors. Mothers with good opinions of their partners felt less depressed and less stressed about their parenting situation (Myers-Walls, 1983).

Today the advantages of contemporary living: new experiences, greater self-reliance, and more independence from spouses, in-laws, and inquisitive neighbors may be outweighed by the loss of comfort and support from people who really care. In the place of close family and friends, agencies have become available to help those in need. The children in America are the future of our country. Do you as a parent have the right to ask agencies for help? *(Allow time for discussion.)*

Let us read the United Nations Declaration of Rights of the Child in Leaflet 9. (*Give a copy of the leaflet to each participant.*)

The United Nations Declaration of Rights of the Child

The right to affection, love, and understanding.
 The right to adequate nutrition and medical care.
 The right to free education.
 The right to full opportunity for play and recreation.
 The right to a name and nationality.
 The right to special care, if handicapped.
 The right to be among the first to receive relief in times of disaster.
 The right to be a useful member of society and to develop individual abilities.
 The right to be brought up in a spirit of peace and universal brotherhood.
 The right to enjoy these rights, regardless of race, color, sex, religion, national or social origin.

What do you think of these rights? (*Allow time for discussion.*)

If families and friends can not ensure children all of these, should government help? Why? (*Thank each person who responds, whether or not you agree with her opinion.*)

ACTIVITY 2

SOLVING PROBLEMS

In groups of three I would like you to make a list of problems parents like yourself might have. (*Divide into groups and assign each group one of these categories: personal, social, financial, medical, legal, and educational. Allow time for this activity.*)

A method of solving problems is described in Leaflet 9. Let us look at it now. (*Read together "Solving Problems."*)

In the family situation, solving a problem must be approached in a calm, non-emotional, non-threatening environment. Those involved in the problem need to have input and be respected for their contributions. Following these steps will lead to more satisfactory solutions to problems.

1. Figure out just what the problem is. This means look for the problem, not the results of the problem.
2. Brainstorm ways that the problem might be solved. Encourage all family members to brainstorm possible solutions. Build on ideas of others. Brainstorming is a way to identify and list all the solutions you and your family can think of, no matter how way out they may seem. At this point the idea is to see how many solutions can be generated. This step is not the place to judge the worth of any solution. That comes later.
3. Now, explore the solutions you have listed carefully. What resources are needed? What may happen if you choose this solution or that solution? Do you need to use parts of two ideas to obtain everyone's agreement?
4. Based on the judgement of those involved, choose a solution that all can support and live with. Remember that no matter how carefully you list solutions and seek additional information about a problem, you will never know everything about the solutions. At some point in time the family has to make the best decision based on what is known at that time. If you wait until you have all the facts, you will never get the problem solved.

ACTIVITY 3**BRAINSTORMING SOLUTIONS**

Please take one of the problems you listed and brainstorm ways to solve it. Write down 10 ways in the space provided. (*You may offer a small prize to the group who thinks of 10 solutions first.*) Now, please choose the one solution that would have the best chance of working. (*Ask someone from each group to share with the large group some of the things that happened in the small group.*) The best thing to do with any problem is to go through the steps listed in "Solving Problems." One way to come up with many alternatives is to ask more people to help you think of solutions. I hope you will remember to use the process on your next problem. And, when you get that problem solved, you will have another one. Life is full of problems. What is the opposite of having problems? You are right. Death is the only way to be without problems, and most of us elect to keep the problems.

Some people and families start through the problem-solving process as soon as a problem occurs. Other individuals and families feel sorry for themselves and do not attempt to solve the problem. We do not know what makes the difference, but we do know that children learn attitudes about life and about solving life's problems from their parents. Also, the family seems to be the only place a child can learn the problem-solving process we just covered. Family meetings are good places to show your children how the process works. Even a four-year-old can begin to help with brainstorming. She may have some solutions that will not work, but her ideas may cause someone to think of a workable idea he would not have thought of otherwise. One word of caution—do not laugh at anyone's suggestions. You may squelch her contributions and you run the risk of injuring her self-concept.

ASSERTIVENESS

Today's society of institutions, bureaucracies, and authoritarian relationships may cause us to feel powerless and overwhelmed. The stress of the daily reminders of the impersonal nature of society—such as waiting in line only to be told you have to wait in another—can leave you feeling confused and frustrated. One way to respond to these demands is by verbal aggressiveness or attacking people. Another way is to react submissively—give up your own interests and allow other people to run over you without even a protest. The third way is to behave assertively—a way where you express and achieve your own wants and needs without violating the wants and needs of others.

What Does it Mean to be Aggressive, Submissive, or Assertive?

People act aggressively when they:

- intentionally attack, take advantage of, humiliate, hurt, or put down other people.
- behave as if others are not as important as they are.

People act submissively when they:

- allow or encourage others to take advantage of them.
- act as if other people are always more important by putting themselves down.

People act assertively when they:

- express themselves openly and honestly to communicate their wants and feelings without putting others down or discounting the wants or feelings of others.
- behave as if they believe that all people, including themselves, are equally important.

Let's take a look at some examples of aggressive, submissive, and assertive behaviors. How would you want someone to respond to you?

1. A neighbor comes uninvited to your door and wants to have coffee and chat. You are going out later and have planned to read a story to your child first.

(Aggressive) You scowl and say, "You've got to be kidding. Can't you see I have a million things to do?"

(Submissive) You are afraid to offend the neighbor, so you say, "Sure, come on in." You end up late for your other appointment and do not read to your child.

(Assertive) You say, "Gee, I'd really like to visit with you, but I am busy right now. Can we plan a time to get together later?"

2. You find that you have been short-changed after you leave the day-care center.

(Aggressive) Loudly demand the correct change the next day.

(Submissive) Forget about it and take the loss.

(Assertive) Explain that you think there has been an error, and show your change the next day.

ACTIVITY 4

HOW DO YOU RESPOND?

By now probably you can think of times when you have acted aggressively, submissively, or assertively.

There may have been times when you:

- wanted to talk to your child's caregiver about your child
- wanted to get rid of a door-to-door salesperson
- wanted to turn down someone's request to borrow something
- wanted to ask someone for something
- wanted to ask someone for a meeting or a date
- wanted to tell someone that their smoking or loud noise was disturbing you

These are just a few examples. Think of some situations you have been in. Decide whether your own behavior was aggressive, submissive, or assertive. Looking back, how could you have handled the situation more effectively? What if you had behaved more aggressively or submissively?

The Situation	How Did I React?	How Did I Feel?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

You have to practice being assertive in order to see that it really can work. By behaving assertively, you are more likely to get what you want and feel good about it. That can go a long way toward reducing some of the stress in your life.

IDEAS

Raising children is a tough job. No one can do it alone.
Asking for help is not a sign of failure. It is a sign of effective parenting.

SUPPORT IS THERE FOR THE TAKING. WHO IS ON YOUR LIST?

(Give out resource sheets. Go over them and see if there are any questions.)

SUMMARY

All parents probably need help at one time or another. Friends, families, agencies, religious institutions, and self-made support groups are available. Often you need to ask someone to help you locate help. Of course, we always want to try the help that is at the end of our arms first. Americans take pride in being self-sufficient. We can organize support groups and make friends before a crisis comes. One way to do this is by helping others when they are in need.

POSTTEST

- Invite agency people to discuss their services (*optional*).
- Demonstrate the Children and Adult Resource Express (*optional*).
- Invite parents to come to Extension office for other programs and information.

ADDITIONAL HELPS AND RESOURCES

Christenbury, J. (1986). Decision-making for young families. *Alternatives*. Clemson: Cooperative Extension Service.

Colletta, N. (April 1981). *The influence of support systems on the maternal behavior of young mothers*. Paper presented at the Society of Research in Child Development Biennial Meeting, Boston, Massachusetts.

Footsteps teacher manual, Part I. (1979). Baltimore: University Park Press.

Goth-Owens, J.C. (1981). *The stress connection*. Washington: National 4-H Council.

Myers-Walls, J. (1983). Parenthood: Stresses and coping strategies. In H. McCubbin & C. Figley (Eds.), *Stress and the family: Coping with normative transitions*. New York: Brunner/Mazel, Inc.

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